

**IMPROVING THE EIGHTH GRADE STUDENTS' READING
SKILL THROUGH THE THINK-PAIR-SHARE TECHNIQUE
AT SMP NEGERI 3 WONOSARI GUNUNGKIDUL**

A Thesis

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

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Penulis,



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MOTTO

Hidup adalah pilihan
dan usaha untuk memperjuangkan pilihan.

Barangsiapa bersungguh-sungguh pasti akan berhasil.

HIDUP INI INDAH

Think positive and positive things will happen.

DEDICATIONS

This thesis is dedicated to:

- My beloved late Mom:
Sri Sukartiningsih
- My beloved Dad and Mom:
Pawit Badri Alam
Sri Mahartanti Abdi Pertiwi
- My beloved sisters and brother:
Herdhian Q Widyaningrum
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However, I realize that this writing is still far from being perfect. Therefore, all criticisms and suggestions will be appreciated.

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Author,

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ABSTRACT

This action research is aimed to improve the eighth grade students' reading skill through the Think-Pair-Share technique at SMP Negeri 3 Wonosari Gunungkidul. It attempts in answering 1) how the activities were planned, 2) how the plans were implemented, and 3) what the indicators of success and failure are.

To achieve the objective, collaborative work involving the researcher, the English teacher and the students of 8B was done. The main subjects of this research were 8B students of SMPN 3 Wonosari in the academic year of 2013/2014. This research, which lasted for seven weeks, was carried out in two cycles by employing various data gathering techniques such as field notes, observation checklists, interviews and tests. The data collected included opinions, feelings, preferences and the results of the students' reading tests. In analyzing the data, the following stages were applied systematically: 1) gathering the data, 2) coding the data, 3) comparing the data, 4) building interpretations, and 5) reporting the data.

Based on the research conducted, the use of the Think-Pair-Share technique in this research successfully improved the students' reading skill. The finding showed that the Think-Pair-Share technique was successful in improving students' reading skill. The improvement could be seen from the increase of students' reading scores. Besides, the finding also showed that the Think-Pair-Share technique was effective in enhancing the students' participation, especially in terms of sharing ideas, asking and answering questions.

CHAPTER I INTRODUCTION

A. Background of the Problem

As a foreign language, English is one of the subjects learned by junior high school (SMP) students. As stated in the 2006 curriculum for junior high schools, the School-Based Curriculum, English is targeted to make the students reach the functional level, which is to communicate in writing and orally to solve daily problems. To achieve successful language learning, the students are required to master four English language skills that consist of receptive skills, i.e. reading and listening skills, and productive skills, i.e. writing and speaking skills. The receptive skills are related to the productive skills. These skills function to complete each other.

Reading plays an important role in extracting meaning from the texts the readers read. When people read stories, magazines and newspapers, they need to employ their previous knowledge as they approach the reading process. The reading skill is a skill that fosters the thinking processes which the reader needs to develop further in order to achieve the learning goal effectively.

In teaching reading, it is not easy to make students understand the texts. Many students cannot comprehend the texts so that the objectives of the English teaching and learning process cannot be reached easily. They find difficulties caused by several reasons, such as teaching techniques, media and methods.

Reading has been considered as one of the important skills that should be acquired. Mastering reading is important because it has close relation to

knowledge that people get through reading books or texts. People use the reading skill to gather and understand information in written texts. By having a good skill to read, people can automatically discover the knowledge and information which available in the reading texts.

In the teaching and learning process, reading plays a role as a skill that is mostly used in conveying the texts to the students. Reading is an essential skill for second language learners in the academic context. Reading is an important skill that supports the students in understanding and decoding the learning materials. As a consequence, reading has the important part among the other skills in the English subject.

In relation to those facts, reading is important for students. Moreover, reading is generally used by the examiner to measure students' achievement in English, like in the final national examination in which reading has relatively large portion. There are many ways involved in assessing reading. One of them is through testing the students' reading skill. As a conclusion, it is essential for them to have a good reading skill.

However, the circumstance which is found in the eighth grade of SMP Negeri 3 Wonosari shows that the students get difficulties in understanding the reading text. They have problem in understanding the words as a factor in the reading skill. It can be seen from their attitude in the reading class. Most of them cannot understand the reading texts well because they cannot find the meaning of the words in the text.

B. Identification and Limitation of the Problem

1. Identification of the Problem

The unsatisfactory result of students' reading skill in SMP Negeri 3 Wonosari might be caused by the following problems. The first one comes from the language of the text itself. If the students do not know the part of the vocabulary in a text, they will get difficulty in understanding the whole text. The longer sentences and words also will be more difficult to understand than the shorter ones. Moreover, the topic and type of the texts also affect the success of the reading. An appropriate topic may make the students reluctant to engage with the reading activity seriously. Furthermore, it will affect the success of the reading skill improvement.

The low awareness of the text structure is a critical aspect of reading skill. The formal aspects of language and text structure type contribute to students in developing skills and referencing the abilities. The understanding of the text structure helps the students in comprehending the reading texts.

The last is that the students do not realize the importance of reading strategy. It affects the reading skill. The use of strategy in reading should be explained and then they may choose their best strategy by referring to their own needs. The teachers also may choose the appropriate strategy for their students based on their needs. The reading strategy can be applied to process the text actively and connect the reading text to their knowledge.

2. Limitation of the Problem

According to the previous discussion, there are many factors affecting the teaching and learning process, especially in the reading skill. In this research, the writer only takes one of the factors which is important in the reading teaching and learning process, that is the implementation of the Think-Pair-Share technique as one of the Cooperative Learning Strategies.

This research focused on how the Think-Pair-Share technique can improve the students' reading skill in the eighth grade of SMP Negeri 3 Wonosari. The technique will influence their reading motivation. It helps the teaching and learning process successfully.

C. Formulation of the Problem

In reference to the background, identification, and limitation of the problem above, the problem formulation is as follows:

How is the Think-Pair-Share technique implemented to improve the students' reading skill at the eighth grade of SMP Negeri 3 Wonosari in the academic year of 2013/2014?

D. Objective of the Research

The main objective of this research is to improve the reading skill of the eighth grade students at SMP Negeri 3 Wonosari in the academic year of 2013/2014 through the Think-Pair-Share technique.

E. Significance of the Research

This research is expected to have some advantages in the English teaching and learning process as presented below.

1. For the English teacher, the findings of this research are expected to provide information for an effective learning technique called the Think-Pair-Share to improve the students' reading skills.
2. For the students, the findings of the research are expected to offer interesting and various learning experience. So, they will participate in the reading class more actively.
3. For other researchers, the findings of the study can be one of the meaningful and useful references which can guide to conduct research studies in relation to the English teaching.

CHAPTER II LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Reading

a. The Definition of Reading

There are many definitions of reading. Leipzig (2001) states that reading requires words recognition, comprehension, and fluency. According to Pang, et al (2009) and Richards and Schmidts (2002), reading is to understand written texts. It is a complex activity that involves both perception and thought. Reading consists of two related process: word recognition and skill. Word recognition refers to the process of perceiving how written symbols correspond to one spoken language. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

According to Nunan (1999), reading is a process of reconstructing meaning rather than decoding form and the reader only resorts to decode if other means fail. He also says that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation. Most people do silent reading. They need an isolation environment to comprehend the reading.

Bernhardt in Celce-Murcia (2001) states that reading as an interactive and socio cognitive process involving a text, a reader, and a social context. That is based on the activity of reading take place in some current study. The comprehending reading needs some components. As stated before, the

components are a text, a reader and social context. These components cannot be apart. People read need a text to read which related to the social context.

From the statements above, it can be concluded that reading is an interactive process between the reader and the text in order to gain an understanding of a written text. The understanding is made by reconstructing meaning rather than decoding form. Comprehending reading needs a text, a reader and the social context.

b. Reading Skill

Reading is a complex interactive process that is very important to learn. By learning skills, students will have good reading competence. They will get fewer difficulties when they do a reading activity. The reading skill, once developed, is the one which can be most easily maintained at a high level by the students themselves without further help from a teacher.

Davies in Nunan (1999) reviews studies conducted by Lunzer and Gardner and Agustien and Tho that set out the different reading skills. The first of these is receptive reading, where the readers read fast and it will be done automatically. The example is when the readers read narratives. The second is reflective reading, here the readers often stop to read and think of what the information they need from the text. Next, skim reading is high-speed reading that can save lots of time. The readers who are skimming get the general sense of a passage or a book. The last, scanning is very high-speed reading. It is the way of reading to search for specific information.

There are many kinds of reading skills practiced for students in the classroom, but the teacher should choose the appropriate skills according to the level of the students. The appropriate reading skill practice can make a good atmosphere in learning reading. So, the students can easily in understanding the meaning of a text.

c. The Micro-skills of Reading

Reading is one of the skills in a language teaching; the others are listening, speaking, and writing. Celce-Murcia (2001) states the reading skill is a process of trying to understand a written text. The readers have to perform a number of simultaneous tasks to decode the message by recognizing the written sign, interpret the message by assigning meaning to the string of words, and understand what the author's intension was.

There are several micro-skills of reading adapted from Richard in Brown (2001) that need to be developed for effective reading.

1. Discriminating among the distinctive graphemes and orthographic patterns of English.
2. Retaining chunks of language of different lengths in short-term memory.
3. Processing writing at an efficient rate of speed to suit the purpose.
4. Recognizing a core of words, and interpret word order patterns and their significance.
5. Recognizing grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, plurallization), pattern, rules, and elliptical forms.
6. Recognizing that a particular meaning may be expressed in different grammatical forms.
7. Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
8. Recognizing the rhetorical forms of written discourse and their role in signaling for interpretation.
9. Recognizing the communicative functions of the written texts, according form and purpose.

10. Inferring context that is not explicit by using background knowledge.
11. Inferring link and connections between events, ideas, etc; deduce causes and effects and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
12. Distinguishing between literal and implied meanings.
13. Detecting culturally specific references and interpretation them in a context of the appropriate cultural schemata.
14. Developing and use a battery of reading strategies; scanning and skimming, detecting discourse makers, guessing, the meaning of the words from context and activating schemata for the interpretation of the texts.

Harmer (2001) also lists several skills of reading.

1. Readers can identify the topic: the good readers are able to pick up the topic quickly with the help of their own schemata.
2. Predicting and guessing: after the readers have identified the topic, they make assumption or guess the content of the text as they try and apply their schemata.
3. Reading for general understanding: the readers are able to get the idea of the text and understand the gist of it without worrying too much about the detail.
4. Reading for specific information: in contrast to reading for general understanding, the reader read the written texts because they want specific detail of the texts. They concentrate to the particular items only and ignore all the information until they find the specific detail.
5. Reading for detail information: the readers read the text in order to understand everything in detail.
6. Interpreting text: the readers are able to see beyond the literal meaning of the words in a passage, using a variety of clues to understand what the writer is implying or suggesting.

With regard to the types of texts which must be learned by the eighth grade students of junior high schools in semester 1, the micro-skills of the above texts are stated in the following. First, readers can identify the topic of the passage or paragraph. The good readers are able to pick up the topic quickly with the help of their own schemata. Second, readers predict and guess the content of the text. After the readers identify the topic, they make assumption or guess the content of the text as they try and apply their schemata. The third is guessing and deducing meaning of words from the context. Fourth, the readers read and understand for

specific and detail information. The fifth is developing and use a battery of reading strategies, such as scanning and skimming, detecting discourse makers, guessing the meaning of the words from context and activating schemata for the interpretation of the texts.

Therefore, based on the micro-skills that have been determined, the reading techniques and the reading activities should include those reading micro-skills and employ reading strategies needed by the students to help them in understanding the text effectively and make them easier to deal with various texts.

d. The Nature of Teaching Reading

Classroom reading activities are generally seen as the main part of language teaching and learning. The success of second language abilities is influenced and depends upon reading. The teacher must be able to motivate students by selecting material and choosing appropriate technique. In English language teaching, the teaching of reading should be the main priority for the teacher to be considered when the students begin their schooling.

Harmer (1998) says that the important part of the teacher's job is getting students to read English. Being able to understand the English texts are important for the students either for their study purpose, their careers or simply for their pleasure. From that statement, it can be assumed that the teachings of reading especially to read English texts are better to start earlier. The amount of time given to teach reading will depend on the needs and wants of the students as specified in the syllabus.

Celce-Murcia (2001) states that the learner will achieve learning goal when the act of learning reading is the main of the learning and the main of reading instruction is the set of tasks. Teaching reading, then, requires reading tasks to be done by students to improve the reading skills in order to achieve their learning goals including academic goals and real life goals. Hence, the teaching of reading covers the students' learning goals. In other words, not only for the academic goals, reading instruction also plays a role for giving students experiences to use their skills in real life activities.

e. Assessing Reading Skill

Assessment is measurement done by the teacher to know how far the students have already understood the materials that has been discussed. In teaching reading, assessment is aimed to measure how far the students comprehend texts. According to Alderson (2000), there are some techniques that can be used by teachers to assess the reading comprehension of the students as follow:

1) Integrative test

These tests are designed to obtain a much more general idea of how well students read a text.

2) The cloze test and gap-filling test

The cloze test is constructed from a collected text arranged by applying random deletion procedure for words. The words deleted are between five and twelve. Meanwhile, the gap-filling test does not used random deletion, but

rational deletion. The words which are deleted represent the idea about what the whole sentence.

3) Multiple choice technique

It is a common technique usually done by teachers in assessing reading comprehension. This technique allows the students to choose the right answer from some possible answer given.

4) Matching technique

This technique allows the students to match two sets of components. For example, the testers match the title with paragraphs.

5) Dichotomous technique

This technique allows the tester to choose two possible answers given i.e. true and false. The students have to choose one of those two choices.

6) Short-answer technique

The short-answers technique is constructed by giving questions requiring a brief response in a few words. It is possible used to interpret and to see whether the students have really understood the specific information of the text.

7) The summary test

This technique allows the students to summarize the main idea of each paragraph of the whole text.

f. Reading Strategy

According to Duffy in Richards and Renandya (2002), reading strategy can be defined as “plans for solving problems encountered in constructing meaning”. It ranges from bottom-up vocabulary strategies such as connecting what is being read to the readers’ background knowledge.

In addition, Brown (2001) explains some strategies which can be used in comprehending the reading text. The following are some comprehension strategies which can be practically applied in the classroom:

- 1) Identifying the purpose in reading
- 2) Using graphemic rules and patterns to aid in bottom-up decoding (especially for the beginning level learners)
- 3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
- 4) Skimming the text for the main ideas
- 5) Scanning the text for specific information
- 6) Using semantic mapping or clustering
- 7) Guessing when you are not certain
- 8) Analyzing vocabulary
- 9) Distinguishing between literal and implied meanings
- 10) Capitalizing on discourse markers to process relationships.

Those are some discussions about strategy in reading that can aid the students in the classroom. Those strategies are intentionally developed in order to enhance the reading comprehension of the students. However, it belongs to the

students themselves to determine and choose the effective and appropriate reading strategies for them. The students should also consider their own skill and need in practicing the reading strategy.

g. Teaching Reading in Junior High Schools

Teaching reading in junior high schools is one of the important subjects that have to be done and taught well because English is one of the compulsory subjects. Teaching and learning process of English in the junior high schools is targeted to make the students reach the functional level, which is to communicate written and orally to solve daily problems (*Depdiknas*, 2006). In the relation to the teaching of English for junior high school students, the curriculum takes part in supporting the success of the teaching and learning process. It covers the guidance of teaching English that is aimed to make students reach the functional level including spoken and written communication skills to solve the possible problems in daily life. The goal of using curriculum in English instruction is to make students able to develop their spoken and written skills to reach the functional literacy level and have a deep understanding of the implications of English in global society.

Teaching reading in Indonesia is based on the School-Based Curriculum. The School-Based Curriculum is an operational curriculum that is arranged, developed, and implemented by each school that is ready and able to develop it (*BSNP*, 2006). School-Based Curriculum consists of the target education of level based education, structure and contents of the curriculum in the educational unit

level, educational calendar and syllabus. The development of School-Based Curriculum is taken references on Content Standard (*Standar Isi*), and Graduate Competence Standard (*Standar Kompetensi Lulusan*).

In the area of teaching reading for junior high school, the students are expected to be able to understand written text to reach the functional level including the ability of understanding many kinds of short functional texts, procedure texts, descriptive texts, recount texts, narrative texts and report texts. The expected reading competences from the students of junior high school of eighth grade in the first semester are displayed in the following table.

Table 1: Competence Standard and Basic Competence of Reading Skill for Junior High School Grade Eight Semester One based on the School-based Curriculum.

Competence Standard	Basic Competence
Reading 5. Understanding the meaning of written functional texts and short simple essays in the forms of descriptive and recount texts which are related to the surrounding environment	5.1 Reading aloud functional text and essay in the forms of simple and short descriptive and recount texts with appropriate pronunciation, stress, and intonation which are related to the surrounding environment. 5.2 Responding to the meaning in the short simple functional texts accurately, fluently, and appropriately related to surrounding environment. 5.3 Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the forms of descriptive and recount texts.

For the eighth grade students of junior high school, reading skill can be learnt through short functional texts and simple essays in the forms of recount and descriptive texts in the first semester. In the second semester, students are expected to have reading skill to deal with reading aloud and comprehend short functional texts and short simple essay in the forms of recount and narrative texts to interact with the society in which the students belong to.

Teaching reading how to derive meanings as well as analyze and synthesize what students have read is essential part of the reading process. There are two main reasons why people read. The first is for pleasure, the students feel fun to read or listen to a good story. Stories provide enjoyment for readers of all ages. Literature belongs in every classroom for young learners, whether the learners are native speakers or non native speakers of English. The second is reading for information, when the students read texts for getting information usually, they can do skimming and scanning. Or they can identify the keywords they are looking for.

Teaching reading in junior high school will be effective if combining the reasons above. So that the learning process by using the reading texts will give the information and knowledge and make the readers happy and joyful. The joyful reading can make the students achieve the aim of reading.

2. The Approaches in the Teaching and Learning Process

One widely accepted classroom application of teaching English using the genre-based approach is the “teaching and learning cycle” or also referred to as “the curriculum cycle”. This cycle consists of four main stages; they are building knowledge of field, modeling of text, joint construction of text and independent construction of text. It aims of providing supports for learners as they go through each stage of the cycle. The following elaboration of the teaching and learning cycle is adapted from Paltridge (2001).

a) Building Knowledge of Field

At this stage, the teacher introduces the social context of the model of the text type being studied to the students. Then, the students can explore the features of general cultural context in which the text type is used and the social purpose the text type achieves. At last, they can explore the immediate context of a situation by investigating the register of a model text which has been selected to this basis of the course objective and students’ needs.

Spratt, Pulverness and Williams (2005) say that the stage also can be said as the stage in which the teacher helps the students to activate their background knowledge. It also can be said as lead-in which focuses on motivating students and making a link between the topic of the lesson and the students own lives. The activities included in this stage that will help the students what they have before are presenting the context through pictures, audiovisual materials, etc, establishing the social purpose through discussion, survey or presentation, and comparing the

model text with other texts of the same or contrasting type. When doing this stage, the teacher should promote interaction with students. Starting from this stage, the teacher ensures that the students also participate in the teaching and learning process.

In this stage, the teacher can have some discussions or presentations in the class. They can ask their students about anything related to the text being studied that they can encounter in the social context or in real life. For example, if in one lesson students are going to read a text about famous people, rather than giving them the text immediately, the teacher could do one or more lead-in activities such as asking the students who their idols are, why they like him/her, what she/he looks like, etc or the teacher may use media such as pictures, audiovisual material to introduce the context.

b) Modeling and Deconstructing of Text

At this stage, the teacher presents the materials and helps the students to investigate the structural pattern and language features of the model. Related to teaching of reading, in this stage, the teacher should follow the principle of teaching reading that the process of teaching reading should help the students to develop the reading comprehension and knowledge needed for effective reading. The process of teaching reading should work on the micro-skill of reading and the language features needed to read including phonemic awareness, phonics, spelling, vocabulary and grammar. Besides reading skills and language features, the learner should be given the reading strategies including previewing,

predicting, posing questions, connecting to background knowledge, guessing meaning from context etc. Therefore in this stage, the teacher models how to develop reading micro-skills and how to use reading strategies.

In presenting materials, it is important for the teacher to encourage the students to participate actively as well because of for every teaching and learning stage the teacher should involved the students. At this stage, to involve the students, the teacher can ask them to discuss together and ask them to practice the reading strategies that have been modeled by the teacher.

c) Joint Construction of Text

At this stage, the students begin to contribute to the construction of the whole examples of the text type and the teacher gradually reduces the contribution to the text construction. At this stage also the teacher can form the students in pairs or group so that the students can work together with their friends to accomplish the tasks.

Related to teaching learning process of reading the activities in this stage including the Think-Pair-Share technique and information gap activities, peer assessment activities, teacher questioning and discussing etc. The example of the activities in this stage in a reading class is the teacher will give the students opportunities to understand the text given by conducting the Think-Pair-Share technique in reading. The teacher takes a descriptive and divides it into several sections and then the task of the students is to restore it to its proper-order- to make sense to the text. Each student in group gets one section of the story.

Students must then move around the class and by listening to each section read aloud, decide where in the story their section belongs. Then in group, students discuss the decisions of how to order the segments of the text. This activity can elicit a great deal of communicative interaction.

d) Independent Construction of Text

At this stage, the students work individually with the text and students performances are used for achievement assessment. In reading class, the activities at this stage are comprehension activities including answering questions, sequencing pictures, checking true and false statements based on the text, summarizing story, etc.

e) Linking to Related Text

At this stage, the students investigate how what they have learnt in this teaching and learning cycle can be related to other texts in the same or similar contexts and future or past cycles of teaching and learning. The activities include comparing the use of the text type across different fields, researching other text types how a key language feature used in this type is used in other text types. For example, in a reading class, the students may compare 2 types of texts such as descriptive and report text. They can analyze how both texts can be different although they use the same grammar, the present tense, in the text.

3. The Think-Pair-Share Technique

1) The Nature of the Think-Pair-Share Technique

The Think-Pair-Share technique is a Cooperative Learning discussion technique introduced first by Frank Lyman and his team of educators in Maryland, USA. It is a learning strategy that is developed to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, the Think-Pair-Share technique encourages a high degree of student's response and helps keeping students on task. The Think-Pair-Share technique is useful and beneficial for students because it organizes and structures their group work. It minimizes off task behavior and has accountability built in because students must report to each other, and then out to the class.

According to Robertson (2006), the definition of the Think-Pair-Share technique is a strategy designed to enable the students to formulate their individual ideas and share these ideas with another student. It is a learning strategy that associates the teacher to encourage students' classroom participation. Rather than using a basic presentation method in which teacher poses questions and the students' offer the response, the Think-Pair-Share technique encourages a high degree of students' response and can help keep students on task.

The Think-Pair-Share technique is designed to give a think time for the students before presenting their opinion. The time was given to discuss with their pair. The sharing of the opinion will make the students more confident to present their opinion in front of people in the classroom.

2) The Purpose of the Think-Pair-Share Technique

According to Millis and Cattel (1998), the Think-Pair-Share technique has some purposes. The first is providing “think time” creating the quality of the students’ answer. Second, students become actively involved in thinking about the concept presented in the lesson. Third, research tells us that we need time to mentally “chew over” new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give the students time to “Think-Pair-Share” throughout the lesson, more of the critical information is retained. Fourth, when students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstanding about the topic are often revealed (and resolved) during this discussion stage. Fifth, students are more willing to participate since they do not feel the peer pressure involved in responding in front of the whole class. Sixth, the Think-Pair-Share technique is easy to use on the spur of the moment and the seventh is easy to use in large class.

The providing of “think time” in this technique is needed in learning reading. Students will get more information from other students. It makes the students’ more confident to show their opinion to other group. Even in a large class.

3) The Steps of Using the Think-Pair-Share Technique

There are three steps of student action in the Think-Pair-Share technique stated by Lyman (1981). The actions are focused on what students are going to do at each step. The steps are think, pair and share. The first is think; teacher begins to spark students thinking with a question, prompt or observation. The students then pause to THINK about the question. The “think” step may require students merely to be quiet for a few moments and ponder their thoughts about the question. They may write thoughts in response to the question. The second is pair; students PAIR up to talk about the answer each come up with. They compare notes and identify the answer they think are the most interesting or best fit the task at hand.

The third is share; students share with one another first and then the teacher calls for pairs to SHARE their thinking with the others in the class. Go around the groups calling on each pair. In the “share” step of strategy, students can share their ideas in several ways. One way is to have all students stand and after each students responds, he or she and the students sit down with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote. Responses can be recorded on an overhead projector or on a graphic organizer for future discussions. Another variation is to stop after the ‘pair’ step, and have students write their ideas. Collect students’ responses and asses any problem in understanding.

4) The Teacher Role in the Think-Pair-Share Technique

The role of teachers in the Think-Pair-Share technique is important because the success of this technique depends on the role of the teacher. There are five roles. First is the teacher as inquirer. The Think-Pair-Share technique is continually examining and questioning their belief, values and assumption.

Second is the teacher as creator. The teacher's role are creating the social climate, setting goals, planning and structuring the task, establishing the physical arrangement of the classroom, assigning materials and time.

Third is the teacher as observer. The teacher of cooperative classroom must constantly observe how group work. Observation replaces the traditional role of presenting information. Observation will indicate to the teacher when group's activities are more or less educative, when group are learning or have become bogged down in unproductive labor.

The fourth is the teacher as the facilitator. The role facilitator means that the teacher is prepared to step aside to give the learner a more meaningful role. And the fifth is the teacher as change agent. The degree of change at the teacher level is strongly related to the extent teachers interact with one another.

5) The Advantages of Using the Think-Pair-Share Technique

There are some advantages of using the Think-Pair-Share technique. The benefits may affect both students and teachers. The first benefit is for students. With the Think-Pair-Share technique, students are given time to think through their own answers to the question(s) before the questions are answered by other peers and the discussion moves on. Students also have opportunity to think aloud with another student about their responses before being asked to share their thinking with at least one other student; in turn, increases their sense of involvement in the classroom learning.

As a Cooperative Learning strategy, the Think-Pair-Share also benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school. Students spend more time on task and listen to each other more when engaged in the Think-Pair-Share technique activities. More students are willing to respond in large groups after they have been able to share their responses in pairs. The qualities of students' responses also improve.

The second is the benefits for teacher. It is a freedom for teachers to master new professional's skill, particularly those emphasizing communication. Students can practice in peer teaching, that requires that they understand the material at deeper level than students typically do when are simply asked to produce an exam. It can increase frequency and variety of second language practice through different types of instructional. So, the teacher can develop the appropriate instruction for the students.

6) Using the Think-Pair-Share Technique to Teach Reading

Various kinds of instructional technique can be used in teaching reading. Teachers can prepare any technique that meets the needs of the students to achieve the successfulness of the teaching and learning process. Brown (2000) proposes seven rules in implementing a group technique in cooperative learning. They are introducing the technique, designing the use of small group for technique, modeling the technique giving clear and detailed instructions, avoiding class.

The implementation of Cooperative Learning in the teaching and learning process of reading requires many preparations both theoretically and technically. Those preparations should be understood by the teacher and students as the main elements who involve directly in the classroom.

As a technique of Cooperative Learning, the Think-Pair-Share technique is advantageous strategy that could be used as an active and interactive process in teaching reading. With some stages of the Think-Pair-Share technique (Thinking, Pairing, Sharing), students are promoted to a technique of Cooperative Learning which is able to improve students' academic performance in reading comprehension.

B. Relevant Studies

The Think Pair Share technique is one of the types in Cooperative Learning strategy. It is not a new technique in the teaching and learning process. There are some studies related to the application of the Cooperative Learning strategy in the teaching reading. Some researchers have applied some implementations of Cooperative Learning strategy in the class. Puspitarini (2012) proved that the strategy helps the students in comprehending the text. Moreover, it seemed that these strategies could make the teaching and learning process enjoyable, interactive communicative and full of encouragement in order to support the learners reading comprehension.

Another research which way conducted by Adhiarsih (2012) proved that the use of the Think-Pair-Share technique successfully creates conducive and comfortable class atmosphere. It immediately helps students to gain their motivation and enthusiasm to learn and to get involved in the class activity. There was also a better understanding of the material given.

Based on those previous research conducted, it can be concluded that the the Think-Pair-Share technique as one of Cooperative Learning strategy gives a good impact to the students in reading comprehension. A good comprehension in reading can help the students improving their reading skill. That is way the researcher tries to conduct a research on improving the eighth grade students' reading skill trough the Think-Pair-Share technique at SMP Negeri 3 Wonosari Gunungkidul.

C. Conceptual Framework

From the definition of reading skill, it is revealed that reading activities are mostly aimed at attaining information, idea or message expressed by the writer through writing. A reading activity is started by decoding or perceiving the written language. A reader needs to recognize the word meanings in the passage.

In the teaching reading and learning process, the selection of the appropriate strategy and technique is important in determining the success of its process. The appropriate strategy can generate the students' motivation on the reading subject. So, the selected teaching and learning strategy is important. It also will influence the students' motivation in learning reading.

Teaching and learning strategy refers to a plan of someone else learning, and it encompasses the technique which the teacher might use to deliver their lesson, to exercise students and activities designed for students to work with and ways in which the result of the students understanding will be collected. A teaching strategy means all of the activities and resources that a teacher plans in order to enable students to learn.

The application of an appropriate teaching and learning strategy is essential in determining the success of teaching and learning process. In reading, the appropriate teaching strategy can influence students' involvement even the quality of teaching and learning process of reading.

The teacher has responsibility to make the students being interested and motivated in reading lesson. The teacher has to use the suitable and interesting

technique to teach reading, in order to make the students want to learn, enjoy the reading learning, easy to understand the materials, and improve their reading skill.

Related to the statement above, the researcher tries to improve the students' reading skill by implementing the Think-Pair-Share technique. The Think-Pair-Share technique is one of strategies which could arouse the students' reading skill.

The Think-Pair-Share technique is designed to be implemented in English teaching and learning process including reading. The concept of the Think-Pair-Share technique which gives priority to students' involvement and cooperation during the teaching and learning process gives benefits for them to improve their learning motivation, independence, and social skills. In a group, the students work together and have discussion in order to solve the problems. Therefore, through the Think-Pair-Share technique the interaction between the teacher and the students and among the students can be improved too.

The Think-Pair-Share technique also helps the teacher to create enjoyable atmosphere which can maximize the effectiveness of teaching and learning process. In teaching and learning process of reading, the Think-Pair-Share technique can arouse students' involvement. It encourages the students to actively involve in classroom activities. It creates a learning atmosphere which is full of encouragement and positive relation among the group as well.

During the learning process, students are led to help each other in group. They also motivate and encourage each other to make a maximum effort in performing their task, so it can improve students' responsibility for the success of

their good achievement. Finally, the Think-Pair-Share technique also encourages the use of reading strategies and helps the students to develop reading micro-skills. It hopefully improves the students' ability in comprehending texts. Hence, in reference to the explanation above and the strong desire of finding the solution of these problems, the researcher has motivation to do this research in improving the students' reading skill at eight grade of SMP Negeri 3 Wonosari through the Think-Pair-Share technique.

CHAPTER III RESEARCH METHOD

A. Type of the Research

The aim of this research is to improve the eighth grade students' reading skill through the Think-Pair-Share technique at SMP N 3 Wonosari. So the action research was implemented to improve the lack of reading skill. This action research was focused on improving the real condition of the English teaching and learning process to reach the improvement of the students' reading skill.

Carr and Kemmis in Burns (2010) argue that action research is a self-reflective research conducted by participants in social situations in order to improve the ratio and justice of their own practices, their understanding of these practices and the situation in which these practices are carried out.

Meanwhile, according to Nunan in McKay (2008), action research has three major characteristics. They are carried out by practitioners, collaborative action and the aim to change things. What has been said by Nunan is supported by Burns in McKay (2008). Burns says that there are four characteristics of action research. First, action research is contextual, small scale, and localized. Second, it is evaluative and reflective. Third, it is participatory. The last is that action research has changes in practice which are based on collection of information.

There are some different models of action research. This research used the Kemmmis and McTaggart's model. The researcher acted as a teacher and the English teacher was as a collaborator. The researcher and the English teacher carried out the action research and collected input about the obstacles and

weaknesses of the English teaching and learning process related to the students' reading skill. Next, they identified the research problems after getting the entire problems plan and carried out the actions.

During the implementation of the actions, the researcher and the English teacher observed the teaching and learning process. Then, they evaluated and reflected on the actions implemented in the research. Finally, according to the findings of reflection, they planned some other actions to improve the English teaching and learning process. The numbers of cycles applied are based on the students' improvement. Then, there were more cycles because the students did not show any improvement in their reading skill. The process in the action research could be shown in the schema below.

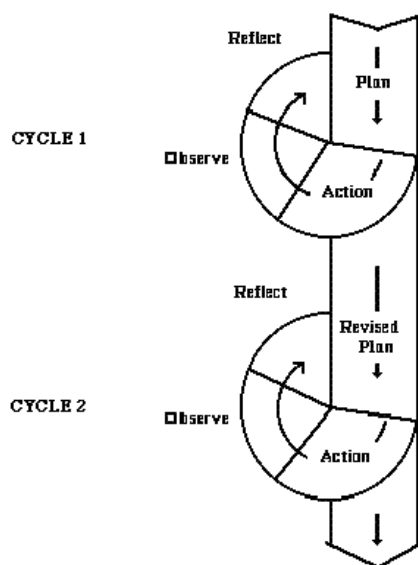


Figure 1: **Kemmis & McTaggart's Action-Research Cycle**

B. Research Setting

This action research was conducted in SMP Negeri 3 Wonosari Gunungkidul. The location of the school is about 6 kilometers from the city.

The subjects of this research were the students of VIIIB, SMP Negeri 3 Wonosari in the academic year of 2013/2014. The class has 32 students. The students are between thirteen and fourteen. The subject was chosen because the students in that class have problems in the reading skill.

The research was carried out during the English teaching-learning at SMP N 3 Wonosari in the academic year of 2013/2014. Data collection was done twice a week with duration of 80 minutes in every session following the school calendar in which English lesson should be taught twice a week. This research was carried out in the first semester in the academic year of 2013/2014.

Table 2: The Schedule of the Research

No	The Activities	Day/Date
1	Preliminary Class Observation	Wednesday, July 23 th 2013
2	Try-out (pre-test and pos-test)	Wednesday, July 24 th 2013
3	Pre-test (descriptive text)	Tuesday, August 20 th 2013
4	Meeting 1 (Cycle 1)	Wednesday, August 21 st 2013
5	Meeting 2 (Cycle 1)	Tuesday, August 27 th 2013
6	Meeting 3 (Cycle 1)	Wednesday, August 28 th 2013
7	Meeting 4 (Cycle 2)	Tuesday, September 3 rd 2013
8	Meeting 5 (Cycle 2)	Wednesday, September 4 th 2013
9	Meeting 6 (Cycle 2)	Tuesday, September 10 th 2013
10	Post-test (descriptive text)	Tuesday, September 10 th 2013

C. Data Collection

1. The Research Instruments

The instruments of the research were observation checklist(s), interview guidelines, photographs and reading comprehension tests (pre and post tests). The observation checklist was used to check the teaching and learning process of reading in the classroom. It was done by putting a tick to the statement of the reading activities. The interview guidelines were used as a guide in conducting the interview with the students and the teacher as the research collaborator to identify the problems and to collect the data of action implemented. The researcher got input through comments, opinions, and suggestion from the research collaborator. Meanwhile, the photographs were used as means to record the data in the form of photograph of the teaching and learning of reading in the classroom. The qualitative data were written in the forms of interview transcripts and field notes.

2. Data Collection Techniques

The data of the research are both qualitative and quantitative. The qualitative data were obtained through class observation and interviews. Meanwhile, the quantitative data were obtained from the reading tests. The techniques of data collection are presented as follows.

1) Class observation

In the class observation, field notes were required to provide clear descriptions of the teaching and learning process in reading. The observation

included the students' attitude in learning reading, the reading activities that were done, and the problems would occur during the action.

2) Interviews

The interviews were conducted to the students and the English teacher. They were done to gain the data of the students' and the teacher's behavior during and after the teaching and learning process. The interviewees were the eighth grade students of class VIIIB as the subjects of the research and the eighth grade English teacher as the collaborator. The interviews were conducted before and after the actions were implemented.

3) Reading Tests

The reading comprehension tests were in the form of multiple choice questions. The reading tests were made by the researcher. In creating the questions, the researcher referred to the curriculum used in the school. The researcher used the indicators as the references in making the reading tests. The reading tests were done before (pre-test) and after (post-test) the actions. The pre-test measured the initial students' skill while the post-test was used to measure the initial students' achievement after the actions had been given. Before the pre-test and the post-test were held, there was a test for the item validity. The test was tried out to check the validity of the test items. After getting result of the try-out, the researcher analyzed the item validity by using the item analysis program called *Analisis Butir Soal* that made by Dr. Abdul Kamil Marisi M.Pd from LPMP DIY.

D. Data Analysis

There are two forms of data that analyzed in this research. The first is qualitative data and the second is the qualitative one.

a. Qualitative Data Analysis

Miles and Huberman (1994) define the qualitative data analysis consists of three concurrent activities.

1) Data Reduction

Miles and Huberman (1994) state that data reduction can be interpreted as the process of selection, simplification, and transformation, of the data to the field note. The first step that the researcher did to analyze the data was collecting the data. In this step, the researcher collected all the data such as interview transcripts, field notes and photographs of the teaching and learning process. Then, the researcher chose and determined the focus, simplified, summarized, and changed the form of the data.

2) Data Display

Miles and Huberman (1994) state the data display includes many types of columns, tables and charts. All are designed to show all the information into simple forms, so that the analyst can see what happening, conclude the data or move into the next step. The data display of this research is in the form of field notes, interview transcripts, and the table of the students' scores. In this step, the researcher organized all the data. The researcher described the answer of the problem statement, such as describing the Think-Pair-Share technique

implemented in teaching and reading in SMP Negeri 3 Wonosari and describing the result in teaching reading before and after using the Think-Pair-Share technique.

3) Conclusion Drawing and Verification

The third analysis activity is conclusion drawing and verification. Miles and Huberman (1994) state the researcher will draw the conclusion throughout the course by verifying the data. The conclusion is gained based on the results of the students' scores, field notes and interview transcript. In drawing conclusions, the researcher held in discussion with the English teacher as the collaborator. It was used to see the data from different points of view.

b. Quantitative Data Analysis

The quantitative data were obtained from the tests result (pre-test, Cycle 1, individual work, Cycle 2, post-test). Tests provide a picture of students' achievement at any given point. In this research, a pre-test and post-test were used to gather the data about students' improvements in reading. The researcher gave the reading tests three times. The first test was a pre-test that was given before the researcher conducted the action. The next test was an individual work. The test was conducted after the first cycle. The last test was post-test. The test was given after the second cycle. To analyze the tests result, the students' scores on the pre-test were indicated by numbers, calculated and compared with those in the post-test result.

The result was analyzed using the t-test to see the significance of differences between the pre-test result and the post-test result by using the SPSS 16.00. The data were presented in the form of table.

E. Validity and Reliability of the Data

The researcher referred to Anderson et al. in Burns (1999) criteria of the fulfillment of the research validity. They are outcome validity, process validity, catalytic validity, democratic validity and dialogic validity. This research fulfilled the process validity, democratic validity and dialogic validity.

Process validity is closely related to the reliability and competency of the research itself. To get the process validity, the researcher did the observation during the implementation of the technique (by using observation checklist and field notes), did the interviews with the students and had discussions with the English teacher as the collaborator.

Democratic validity, related to the extent that parallels the process of collaborative enquiry or reflective dialog with “critical friends” or other participants. Asking the teacher to act as an observer who observe and report the students’ reaction during the teaching and learning process fulfilled this criterion. Moreover, the researcher asked the collaborator to contribute in observing and reflecting the action.

Dialogic validity means that the researcher always having dialogues with the teacher as collaborator in reviewing what had she done in the classroom. In this research the researcher had dialogues with the collaborator to review the

actions so that she could plan better lessons for the next meetings. She also had a dialogue after the whole actions were implemented and the findings were formulated to validate her findings and to evaluate what had she done.

The reading comprehension tests were in the form of multiple choice questions. Before the pre-test and the post-test were held, there was a test of the item validity. The researcher referred to Fernandez (1984) validity criteria of the fulfillment of content validity. Content validity is used to measure the subject matter and behavior under consideration. There are two kinds of content validity. They are curriculum validity and face validity. This research fulfilled the curriculum validity. In creating the questions, the researcher referred to the curriculum used in the school. To get the validity, the researcher did a try out to check the validity of the test items. After getting the result of the try-out, the researcher analyzed the item validity by using the item analysis program named *Analisis Butir Soal*. The result of the validity test was used for determining the questions used for the pre-test and the post-test. The researcher analyzed the items by considering the item difficulty. According to the analysis there were 11 items categorized in easy questions, 31 items in standard and 8 items in difficult. The researcher removed the easy and difficult items and added 2 questions on the pre-test so eventually there were 33 items for each test. The post-test made based on the pre-test try out.

The researcher also used the triangulation technique to obtain the trustworthiness. In achieving the trustworthiness, the researcher refers to some forms of triangulation proposed by Burns (1999). They are time triangulation and

investigator triangulation. Time triangulation meant that the data were collected over period of time it was done to get sense to what factors were involved in change process. In investigator triangulation, more than one observer was used in the same research setting. It was done by the researcher to avoid the bias observations. There were at least two observers in this research, i.e. the researcher herself and the English teacher of class VIIIB.

Furthermore, the researcher also used the triangulation method in which the researcher used different kinds of data collection techniques (interviews and observations). Therefore, to fulfill the reliability, the researcher involved more than one source of data, namely the researcher, the English teacher and the students of VIIIB. The researcher triangulated the data by analyzing them using field notes of the teaching and learning process, the interview transcripts, some experts' theories and other observer's notes that were related to the data such as notes of the students' involvement during process. The researcher took field notes of what she did in the class and kept supporting documents such as the lesson plan, the students' work and some checklist of what she wanted to do in the class. After that, the researcher interviewed the students to know what they felt during the class activities. The researcher also interviewed the teacher to get some comments, perceptions and suggestions about the action. The researcher also got together with the observer and asked for her observations.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Procedure and Findings

This research was an action research. It tried to reveal the actual actions to improve the reading skill of the students. It involved the researcher herself, the English teacher and the students of class VIIIB. The research was conducted based on the steps that had been previously planned. This research focused on identifying, planning, implementing and evaluating any possible actions that can improve the students' reading skill. The researcher focused on the using of the Think-Pair-Share technique.

In identifying the problems, the researcher determined them based on the observation that had been done before the teaching and learning process and the interview with the English teacher. Then, she proposed the possible solutions in order to overcome the problems. In planning the research, she designed some actions related to the Think-Pair-Share technique. During the implementation, she and the English teacher monitored the students and the conditions of the teaching and learning process to get understanding about the students' responses and the impact of the actions. After doing the actions, she made some reflections on each cycle. It was done to evaluate the successes and problems which emerged during the action.

This chapter presents the process of the research conducted in Cycle 1 and Cycle 2, the result of the research and the explanation of the quantitative and

qualitative findings. The quantitative findings were used to support the qualitative findings.

1. Reconnaissance

The step before conducting the research was reconnaissance. It was the identification of the problems by conducting observations and interviews. In this step, the researcher observed and identified the problems that occurred in the teaching and learning process in reading.

a. Identification on the Field Problems

She started the research on July, 23rd 2013 at the eighth grade to observe the classroom activities and hold some interviews with the students and the English teacher. The observation was done in order to get information of the condition in the teaching and learning process of reading in class and the problems followed before doing actions.

Day and Date	: Tuesday, July 23 rd , 2013
Time and Place	: 08.10-09.20, VIIIB Classroom
Class	: VIIIB
<p>Tuesday, July 23rd 2013 the researcher did the observation in VIIIB class. The researcher arrived there at 8 a.m. The researcher was waiting for the English teacher in teachers' room because the English teacher was teaching. Finally, the bell rang at 8.10 a.m. It was in the third lesson. Because of Ramadan, the time in every lesson was 35 minutes. The English teacher came out from the class and invited the researcher to come to the VIIIB class. But, there was a teacher in the class. So, they waited for a moment. When the teacher came out, the English teacher and the researcher came in. The English teacher greeted the students in English, "Good morning everybody!" The students answered, "Good morning Mrs. Anna." Then the English teacher asked "How are you today". "I'm fine. Thank you and you?" asked the students. "I'm fine too, thank you" said the</p>	

English teacher. After the English teacher introduced the researcher, she took a sit in the back of the class.

The English teacher started the lesson at 08.30 a.m.by calling the roll. All students presented. After that, the English teacher asked students to open their LKS (*Lembar Kerja Siswa*). Then, she asked them to read an announcement text individually. Some students sighed because they did not know what the text was about. Some students did not pay attention to their English teacher. Some of them also did not bring the LKS. The English teacher asked them to borrow the book in the other class. Then the English teacher explained the material and asked the students to translate the text into bahasa Indonesia. The class was noisy when she asked the students to do the activity. After giving the activity, she was busy with her own activities in her desk. Then the English teacher asked the students to do the tasks below the text. She let them do by themselves.

The students did the tasks lazily. In addition, the teacher did not control the students' work whether they had difficulties or not. The students opened the dictionary to understand the difficult words by themselves. Suddenly, the teacher asked the students whether they have finished or not in doing the tasks. The students answered "not yet" to the teacher. There were only some students who did the tasks while the others just looked at their friends' works. The teacher herself did not pay attention to her students.

The teacher stood up and walked around to see the students' work. After that, the teacher took her LKS on the table and started to discuss the questions together with the students. The teacher asked the students to read the answers for each question. After they finished reading all of the answers, the teacher asked the students some more questions about the texts. If one student could not answer the questions, the teacher would ask the other students.

When the teacher was busy with the students in front of the class, the other students were noisy in doing their own activities. They talked to each other and did not pay attention to the teacher's explanations.

From the result of the interview and observation, she found that students had some problems in reading activity in the class. The problems are presented in the following table.

Table 3: Field Problems in the English Teaching and Learning Process in Class VIIIB of SMPN 3 Wonosari

No	Field Problems	Code
1	The students had difficulty in understanding reading passage.	S
2	The students got bored with the classroom activities.	S
3	The students lacked vocabulary and grammar in understanding texts.	S
4	The students liked having a chat with their friends during the learning process.	S

5	The students were not enthusiastic to read English texts.	S
6	The students did not pay attention to the teacher.	S
7	The reading tasks given to the students were monotonous.	M
8	The materials were taken from LKS.	M
9	The teacher did not use a proper technique for teaching reading.	TM
10	The teacher did not ask the students to understand the text.	T
11	The teacher did not pay attention to all students.	T
12	The teacher rarely used media.	T
13	The students were not motivated in doing the tasks.	S

Note: S: Students M: Material T: Teacher TM: Teaching Method

b. Weighing the Problems based on the Urgency Level

After the field problems were identified, the next step was weighing the field problems. The researcher weighed the field problems by holding discussions with the English teacher. They tried to select the identified problems based on the urgent and less urgent. The urgent problems were those which should be overcome soon and the less urgent problems were those which were not to be overcome soon. The following tables are the identified problems based on the urgency level.

Table 4: The Identified Problems Based on the Urgent and the Less Urgent Level in the Teaching and Learning Process of Reading in Class VIIIB of SMPN 3 Wonosari.

No	Field Problems	Code	Urgent	Less Urgent
1	The students could not understand the reading text well.	S	√	
2	The students got bored with the classroom activities.	S	√	
3	The students lacked vocabulary in understanding texts.	S	√	
4	The students liked to have a chat with their friends during the learning process.	S		√
5	The students were not enthusiastic to read English texts.	S	√	
6	The students did not pay attention to the teacher.	S	√	

7	The reading tasks given to the students were monotonous.	M	√	
8	The materials were taken from LKS.	M	√	
9	The teacher did not use a proper technique for teaching reading.	TM	√	
10	The teacher did not ask the students to understand the text.	T		√
11	The teacher did not pay attention to all students.	T		√
12	The teacher rarely used media.	T	√	
13	The students were not motivated in doing the tasks.	S	√	

Note: S: Students M: Material T: Teacher TM: Teaching Method

Table 5: The Most Urgent Problems in the Teaching and Learning Process of Reading in Class VIIIB of SMPN 3 Wonosari

No	Field Problems	Code
1	The students could not understand the reading text well.	S
2	The students got bored with the classroom activities.	S
3	The students lacked vocabulary in understanding texts.	S
4	The students were not enthusiastic to read English texts.	S
5	The students did not pay attention to the teacher.	S
6	The reading tasks given to the students were monotonous.	M
7	The materials were taken from LKS.	M
8	The teacher did not use a proper technique for teaching reading.	TM
9	The teacher rarely used media.	T
10	The students were not motivated in doing the tasks.	S

Note: S: Students M: Material T: Teacher TM: Teaching Method

c. Problems Selection based on the Feasibility to Solve

In this step, the field problems were selected by the English teacher and the researcher based on the feasibility of the problems to be solved. By considering the time, funds and energy, they selected the problems in the teaching and learning process which were the most solvable. Those problems were as follows:

Table 6: The Most Feasible Problems to be Solved in the Teaching and Learning Process of Reading in Class VIIIB of SMPN 3 Wonosari

No	Field Problems	Code
1	The students could not comprehend the reading text well.	S
2	The teacher did not use a proper technique for teaching reading.	TM
3	The students had low enthusiasm in reading, especially when they find difficult vocabulary.	S
4	The students got bored with the classroom activities.	S

Note: S: Student M: Material TM: Teaching Method

d. Pre-requisite Analysis

After the researcher and the English teacher decided the problems that were feasible to solve, a pre-requisite analysis was determined by the researcher in order to find the cause and affect relationship between the problems and the actions implemented. The pre-requisite analysis was made and discussed by the researcher and the English teacher. The discussion was done in order to get opinions and suggestions from the English teacher about the pre-requisite analysis. As the teacher's suggestion, the researcher made some plans to solve the problems by considering the students needs, the time subject and the students' ability.

From the discussion, she got the cause and effect in the teaching and learning process of reading. The actions aimed to overcome the problem of the students who had difficulty in understanding reading passage, the students who could not use the reading technique well, their low enthusiasm in reading texts and the students who seemed to be too easy to surrender in the reading activity when they got difficult vocabularies. The fact that the students difficult in comprehending the text because of especially. In addition, the teacher's

techniques of teaching reading were monotonous and did not give much contribution to make students able to comprehend the texts. Consequently, they were not interested in the texts given because they lacked in the vocabulary. As the result, the students were low in comprehending the English texts.

e. **Determining the Actions to Solve the Field Problems**

Based on the identification of the most important problems that needed to be solved soon and discussion among the research members, the research members agreed that those problems were related to the students' involvement in reading. Students' involvement is an important aspect that influences the students' success. Because of this, the research members wanted to improve the students' involvement in reading through interesting ways.

Table 7: The Actions to Solve the Field Problems

No	Actions
1.	Implementing The Think-Pair-Share technique
2.	Using the proper steps in teaching reading

f. **The Relationship between the Field Problems and the Actions**

After the actions had been designed, the researcher related the field problems to the actions designed. The following table showed which field problems could be solved with the actions that had been designed by the researcher.

Table 8: **The Relationship between the Field Problems and the Actions**

No	Problems	Actions
1.	The students could not understand the reading text well.	Implementing The Think-Pair-Share technique
2.	The teacher did not use a proper technique for teaching reading.	
3.	The students had low enthusiasm in reading, especially when they find difficult vocabulary.	
4.	The students got bored with the classroom activities.	Using the proper steps in teaching reading

To solve problem 1, 2 and 3 the researcher implemented the Think-Pair-Share technique. This technique was one of the Cooperative Learning strategies. The activities inside the Think-Pair-Share were various and interesting. There were class think time, pair work, team discussion and class sharing. By combining the whole aspects, the English teaching and learning process would be better. It helped the students to have self learning and built up discussion. In other words, the students allocated more time and energy to take part in the teaching and learning process. The students were willing to be involved in doing the assignment.

To solve problem 4, the researcher tried to use the proper steps in teaching and learning reading. Concerning the problem in students' boredom in the teaching and learning, the researcher planned to use the proper steps. The proper steps make the teaching and learning atmosphere interesting such as beginning the lesson with discussion between teacher and students.

2. The Process of the Research

In this part, the researcher presented the findings of the action which consist of two parts namely Cycle 1 and Cycle 2. Every cycle consisted of three meetings and it discussed about the plan, action and observation, and reflection.

a. The Report of Cycle 1

After discussing with the English teacher about the action plans, the researcher did Cycle 1 on Wednesday, 21st August 2013, Tuesday, 27th August 2013 and Wednesday, 28th August 2013. Beside as an observer of the research, the researcher performed as a teacher in the class and the English teacher of class VIIIB acted as the observer and collaborator.

1) Planning

In this section, the researcher defined the actions planned in Cycle 1. The researcher did two actions in Cycle 1. They are as follows:

a) Implementing the Think-Pair-Share technique

In this cycle, the researcher applied the Think-Pair-Share technique in order to improve the students' reading skill. In applying the Think-Pair-Share technique, the researcher referred to some implementations proposed by Lyman (1981). This type involves three steps cooperative structure. During the first step individuals think silently about a question posed by the teacher. Then, the individuals exchange their thought with their pair during the second step. In the third step, the pairs share their responses with other pairs, other groups, or the entire class.

The use of the technique is aimed to control the class situation; the students can work cooperatively with their friends. This was done to minimize difficulty, and to maximize interaction among the students. In implementing this technique, the students were divided in pairs (a group of two) and a group of four students (group work). In a pair or group discussion, the students were expected to be able to share their ideas and discuss the problems together with their friends; besides the condition of the class would be more manageable. Researcher divided the students into eight groups; each group consisted of four students and two pairs. Then each pair had been given some reading tasks. Each pair worked together to finish the task. After finished, they had to discuss it with their group. Then, one or more groups should represent their group discussion.

b) Using the proper steps in teaching reading

Using the proper steps of teaching reading was intended to introduce the students with the strategies of effective reading comprehension and tactics to tackle English texts. This action was using the genre-based approach. One widely accepted classroom application of teaching English using the genre-based approach is the “teaching and learning cycle” or also referred to as “the curriculum cycle”. This cycle consisted of four main stages; they are building knowledge of field, modeling of text, join construction of text and independent construction of text. It aims to provide support for learners as they go through each stage of the cycle. The following elaboration of the teaching and learning cycle is adapted from Paltridge (2001).

2) Actions and Observations in Cycle 1

The actions were carried out three times, on Wednesday, August 21st, Tuesday, August 27th and Wednesday, August 28th. Though the research was aimed to improve students' involvement in reading, the actions were implemented integrated since reading involved the skill of listening, speaking and writing. The genre of the text was descriptive text. In this cycle, while the researcher implemented the action, the collaborator took notes on the back of the class to observe the teaching and learning process.

a) Implementing the Think-Pair-Share technique

The Think-Pair-Share technique was applied with some modifications. The researcher chose this technique because activities on the Think-Pair-Share technique are not really complex and they are easy to understand. Besides, it is a good technique to begin with for teachers who are new to the cooperative learning.

In implementing the Think-Pair-Share technique, some procedures were taken. In the beginning, there was a group division. Following the rule from Cooperative Learning strategy, the researcher made one group consisting of four students. Each group has two pairs. There were thirty two students in the class, so there were eight groups with four students in each group and sixteen pairs. The orders of the students were based on the average score so it was fair for the students. It was logical and fair to mix the students based on their achievement; however there was a student disagree with the group.

The researcher called eight students who have eight highest ranks become the leader of the groups. The researcher got the list from the English teacher. The other students counted from one until eight to decide the member of the groups. Finally, all students got their group. Some of them were happy with their group, but some of them disappointed did not get the appropriate friends. This problem made some noisy, but the member of the group were decided so it could not change. Then the students sat with their own group. Each group consisted of four students and would work with their own pair too. So, each group consisted of two pairs.

(Source: Field Note VIII, August 21st, 2013, see Appendix A)

After that, the students were asked to gather with their teammates and to make circle in a table. In this time, they got group names from group one until eight.

The students worked more in the team work. Every group was given an envelope. The envelope consisted of two activities. The researcher reminded the students to write down the group name and the members in the envelope. The first and second activities were some texts with jumbled paragraph.

They could work and cooperate together with their friends. However, there was a student who could not apply the principles of Cooperative Learning. It is described in field note below.

Students were given several times for discussion with their pairs. Then, they discuss with their group. Almost all students had discussions. Some students joked with their friends. Any of them looked around to the other group. They also discussed with other pairs and groups. Some students asked the researcher about difficult vocabulary. The class was noisy and uncontrolled.

(Source: Field Note IX, August 27th, 2013, see Appendix A)

As soon as the students finished doing the activity with their pair, the researcher asked them to have a discussion with their group. Then they asked them to share their work with the whole class. The researcher allowed the students to raise their hand and give their opinion. At the first time, the students were

passive and hesitant. They were pointing each other. Then four students raised their hand. The researcher asked them to present their work. This situation led to noise. That's why the researcher needed to control the class. The researcher managed the discussion by giving chance to another group when the first group could not answer correctly. It is described in the field note below.

After the groups finished their discussion, the students shared to the researcher and the whole class. Four students raised their hand to represent their group. One group presented a text. The other group might give opinions. The discussion finished when the bell rang. Then, they keep the worksheet inside the envelope and gave it to the researcher.

(Source: Field Note IX, August 27th, 2013, see Appendix A)

The explanation above is also supported by the students' statement. It is indicated in interview below.

P : Ok. Bagaimana pendapatmu belajar dengan Miss Nur selama ini?

(What do you think of our teaching and learning?)

S :Menyenangkan Miss. Menambah ilmu. Bisa saling berkomunikasi dengan teman, diskusi.

(It's interesting, Miss. It's increasing my knowledge. I can communicate with my friends, discussion.)

P : Apa Rama menikmati pelajarannya?

(Did you enjoy it?)

S : Iya, menikmati diskusinya.

(Yes, I did.)

P :Menurut Rama, penggunaan The Think-Pair-Share technique menarik dan bisa memotivasi nggak?

(Do you think the implementation of the Think-Pair-Share technique is interesting and motivating?)

S : Apa itu Miss?

(What is it Miss?)

P : Itu lho diskusi kelompok di kelas.

(Our group discussion in the class.)

S : Oo.. Iya. (Sambil mengangguk).

Membuat semangat belajar Bahasa Inggris. Ada teman buat ditanya-tanya.

(Yes. It makes me motivate in learning English. There were friends for asking.)

(Source: Interview 9, August 29th, 2013, see Appendix B)

b) Implementing the proper steps in teaching reading

The first step was Building Knowledge of the Field (BKOF). The researcher led the students into the text by using some questions and clues. She did not directly explain it. It aimed at improving students' self learning and encouraging the students to give their opinion. This activity can be described from the field note below.

Then, the researcher showed a picture to the students. Some students whispered about the picture. Then the researcher gave questions to grab students' intention "What is this?" Some students answered "*Kucing, Mbak.*" The other said "Cat, Miss". "OK, good. This is a cat. Do you have a pet?" Asked the researcher further. "Yes, Miss" a girl answered loudly. "Ok, what's your name?" asked the researcher to the students. "My name is Devi". The student answered smilingly. "Ok, Devi. What kind of pet do you have?" asked the researcher again. "*Apa Mbak?*" the student asked and then laughed starred her friends. "*Devi punya hewan peliharaan apa di rumah?*" asked the researcher in *Bahasa*. "*Oo, kucing Mbak eh Miss*" answered her. "Can you describe your cat? The color? Is it male or female? The behavior?" Asked the researcher again. The student answered "Yellow and white". "*Jantan atau betina?*" asked the researcher further. "*Jantan, Miss*". "*Jantan itu dalam bahasa Inggris male ya*" said the researcher. "*Kalau kebiasaanya apa? Yang kucing kamu suka lakukan?*" asked the researcher. The student looked confusing and thinking. Then she answered "*Mmmm kucing saya suka bermain dengan bola, Mbak.*" "Can you say it in English?" "Mm my cat like play with ball" She answered smilingly. "*Ok, yang benar adalah my cat likes playing a ball*" said the researcher corrected. Then the student repeated what had she heard "My cat likes playing a ball".
(Source: Field Note VIII, August 21st, 2013, see Appendix A)

The next step for teaching and learning reading was Modeling and Deconstructing of the Text. This stage focuses on introducing particular genre though a model of text that deals with the field that the students have already explored in the stage of building knowledge of field. In this step, teacher and the students discussed together exploring the generic structure, social function, and grammatical features of the text were using spoken language to focus on written text. It is supported by the field note below.

The researcher described her cat and that day they would learn about descriptive text. Then the researcher wrote 'descriptive text' on the whiteboard. "What is descriptive text?" asked the researcher. "*Untuk mendeskripsikan, Miss*". A student answered. The other students just silent. Then the researcher shared the material about descriptive text. The researcher asked the students to read a little while the material. Then the researcher explained the material.

(Source: Field Note VIII, August 21st, 2013, see Appendix A)

After the students got some points, the researcher continued to explain the material. She let the students ask questions when they had not known yet. She also gave questions in the middle of explanation in order to raise discussion. This condition sometimes created noise because every student wanted to show their opinion. The researcher needed to repeat her instruction in a loud voice. She also asked the students to stay on their desks. Finally, the students wanted to minimize their noise. Then, the students were asked to draw the conclusion from the text given.

The next step is Joint Construction of the text (JCOT). In this step, when students had been already familiar with all of the features of a particular genre, teacher and students worked together to construct texts that are similar to the text that have already learnt in the previous steps. In constructing the text, attention should be paid to the schematic structure, linguistic features and knowledge of the field of the text. This activity can be described from the field note below.

"Okay *kalah begitu*. Let's go to the other activity. Please take a sit with your group now. *Semuanya tolong duduk dengan kelompoknya*" the researcher asked. All students looked enthusiastic. The researcher shared the envelopes based on the group. The students were asked to open the envelope and take the contents out. There were four descriptive texts that they had done in the previous meeting. The researcher asked the students to open again the texts. Then the students presented their work in identify the social purpose of the four texts.

(Source: Field Note IX, August 27th, 2013, see Appendix A)

After the students finished doing the discussion, they submitted their worksheets in the envelope. The researcher asked students' opinion about the class from the beginning until closing. They also drew conclusion from the material given. At last, the researcher ended the class and said goodbye to the students. It is described in the field note below.

Then the researcher asked "What do you learn today?" The students said that they learned descriptive text, adjectives, present tense, pronouns and group work. Then the researcher said goodbye and left the class with the English teacher.
(Source: Field Note IX, August 27th, 2013, see Appendix A)

In this final step, students were ready to work independently to comprehend their own text within the chosen genre. Teacher can let students to work on their own. In other words, teacher should minimize their support, scaffolding and interference on students learning process. It provided students with the opportunity to show their skill to understand a text that has schematic structure, linguistic features and knowledge of the field in accordance with the genre that is being studied. This activity can be described from the field note below.

The students did an individual test that consists of 33 multiple choice form. Then, the researcher delivered the question sheet and answer sheet to the students. The English teacher left the class when all students got the sheet. The researcher asked the students to do the test seriously. When the bell rang, the student started to do their test. They did the test orderly. Forty minutes later bell rang. All students stopped doing and collected the answer sheet to the researcher.
(Source: Field Note X, August 28th, 2013, see Appendix A)

In the middle of the test, there was a student cheating. It could be seen in the field note below.

There was a student trying to squint the work of his friend. The researcher just smiled and kept watching at him. The student realized that he was being observed. Finally he stopped cheating and tried to do the test by himself.
(Source: Field Note X, August 28th, 2013, see Appendix A)

The students did the test seriously. They read the questions more than once and reviewed their answer before submitting to the researcher. The time was up, the researcher asked the students to submit their work. After all students submitted their work, the researcher ended the class.

Individual improvement points were calculated as soon as possible after the test. After giving score on the students' test, the researcher calculated the improvement point from each student. The point was earned based on the degree to which the student's test score exceed his or her base score.

3) Reflection of Cycle 1

After implementing the actions, the researcher and the collaborator discussed the actions. They reflected the actions and found out whether the action was successful or unsuccessful. The discussion was done based on the observations in the teaching and learning process, opinions from the students and the teacher. All opinions were collected. The followings were the result of the discussion in reflecting the actions that had been implemented in Cycle 1.

a) Implementing The Think-Pair-Share technique

The implementation of the Think-Pair-Share technique to improve students' involvement was successful. The activities provided opportunity for students to share and exchange information. The students were involved in the

teaching and learning process. They were eager competing with other groups.

This can be inferred from the extract below.

After the groups finished their discussion, the students shared to the researcher and the whole class. Four students raised their hand to represent their group. One group presented a text. The other group might give opinions. The discussion finished when the bell rang. Then, they kept the worksheet inside the envelope and gave it to the researcher.

(Source: Field Note IX, August 27th, 2013, see Appendix A)

In addition, this technique helped the students to give opinion in the class during discussion. This can be inferred from the interview script below.

P : *Bagaimana pendapat Ibu tentang teknik yang sudah saya terapkan?*

(What do you think about the implementation of the technique?)

GB : *Ya tadi kan mengajarnya menggunakan teknik kerja kelompok, menurut saya sudah cukup menarik ya Mbak. Banyak siswa yang kelihatannya antusias. Meskipun ada beberapa anak yang masih banyak bercanda. Kalau anak-anak yang kecewa dengan anggota kelompoknya itu nggak apa-apa Mbak. Nanti juga mereka terbiasa sendiri dengan kelompoknya.*

(Yes. I think the teaching and learning using a group work was quite interesting. Many students looked enthusiastic. But, some students were not serious. It's okay for the students who were disappointed with their group work. Later they would be okay with their group.)

P : *Antusiasnya bagaimana Bu?*

(What do you think about enthusiastic Ma'am?)

GB : *Banyak dari mereka yang kelihatan serius saat berdiskusi dengan teman-temannya. Sudah banyak juga kan yang berani mengemukakan pendapatnya saat berdiskusi dengan jenengan?*

(Most students were serious in discussion with their friends. Many of them also expressed their opinion well.

P : *Iya Bu.*

(Yes, Ma'am.)

(Source: Interview 7, August 29th, 2013, see Appendix B)

However, there were still few students who had low involvement. They chatted with their friends. They did not pay attention to the instruction and explanation given by the researcher. Even, some of them disturbed other groups.

Then, there were passive students in some groups. They only listened to their friends' explanation then copied the tasks. The other problem was related to the classroom management. It was difficult to control students' movement in the classroom. They liked speaking loudly with other groups when they did the assignments.

The implementation of the Think-Pair-Share technique in this cycle was to improve the reading comprehension by interaction among the members of the group. During the pair and group work, the students could share the task given in order to finish the activity. They also asked their friends when they found difficulties. The grouping made them feel happy and enjoy the lesson.

Most of the students cooperated with the other friends in a pair or a group. It can be seen by the observation that was done by the English teacher and the researcher. They observed that the students were more enjoy working in pairs or groups than individually. They felt that by working in a pair or a group, they could find the answers together. Most of students were busy to do their work. It is shown in the following quotation of interview:

P	: <i>Ok. Bagaimana pendapatmu belajar dengan Miss Nur selama ini?</i> (What do you think about our learning technique?)
S	: <i>Menyenangkan Miss. Menambah ilmu. Bisa saling berkomunikasi dengan teman, diskusi.</i> (It was fun. It improved my knowledge. I can communicate with my friends, having discussions.)
P	: <i>Apa Rama menikmati pelajarannya?</i> (Did you enjoy it?)

S : *Iya, menikmati diskusinya.*
(Yes, I did.)

P : *Menurut Rama, penggunaan The Think-Pair-Share technique menarik dan bisa memotivasi nggak?*
(Do you think the implementation of The Think-Pair-Share technique is interesting and motivated?)

S : *Apa itu Miss?*
(What is that?)

P : *Itu lho diskusi kelompok di kelas.*
(That was our class discussion.)

S : *Oo.. Iya. (Sambil mengangguk).*
Membuat semangat belajar Bahasa Inggris. Ada teman buat ditanyatanya.
(Yes. It motivates me in learning English. There were some friends to ask.)

(Source: Interview 9, August 29th, 2013, see Appendix B)

Many of the students could cooperate to do the activity together. But some do not, they just played and talked with their group. It was indicated in field note below.

The students were asked to arrange the jumbled paragraphs into good text, identify the generic structure and social purpose of the text. First, the students worked in pairs. Then, the pairs discussed with their own group. **While doing the activity, the students were looked right and left. They also discussing with the other group and asked the researcher about the meaning of several words. The class was so noisy and uncontrolled.**

(Source: Field Note VIII, August 21st, 2013, see Appendix A)

b) Using the proper steps in teaching reading

The use of proper steps of teaching reading was clearly distinguished in every step of conducting the activity for the students, starting from Building knowledge of the Field (BKOF), Modeling and Deconstructing of Text (MOT), Joint Construction of text (JCOT) and Independent Construction of Text (ICOT). The teacher's steps of teaching reading with the materials given were

understandable to the students. The students seemed to understand better and be enthusiastic in reading texts from the tasks given by the teacher.

Using the proper steps of teaching reading was intended to introduce the students with the strategies of effective reading comprehension and tactics to tackle English texts. In the first meeting on 21st August 2013, the researcher gave a picture. In the pre reading activity, the researcher gave some questions related to the students' knowledge and experiences. The researcher guided them to answer the questions orally. Then the researcher asked their own pet, the students were enthusiastic with the questions. One student said, "My pet is a cat." and then the researcher asked further about the pet. It was indicated in field note below.

Then, the researcher showed a picture to the students. Some students whispered about the picture. Then the researcher gave questions to grab students' intention "What is this?" Some students answered "*Kucing, Mbak.*" The other said "Cat, Miss". "OK, good. This is a cat. Do you have a pet?" Asked the researcher further. "Yes, Miss" a girl answered loudly. "Ok, what's your name?" asked the researcher to the students. "My name is Devi". The student answered smilingly. "Ok, Devi. What kind of pet do you have?" asked the researcher again. "*Apa Mbak?*" the student asked and then laughed starred her friends. "*Devi punya hewan peliharaan apa di rumah?*" asked the researcher in *Bahasa*. "*Oo, kucing Mbak eh Miss*" answered her. "Can you describe your cat? The color? Is it male or female? The behavior?" Asked the researcher again. The student answered "Yellow and white". "*Jantan atau betina?*" asked the researcher further. "*Jantan, Miss*". "*Jantan itu dalam bahasa Inggris male ya*" said the researcher. "*Kalau kebiasaanya apa? Yang kucing kamu suka lakukan?*" asked the researcher. The student looked confusing and thinking. Then she answered "*Mmmm kucing saya suka bermain dengan bola, Mbak.*" "Can you say it in English?" "Mm my cat like play with ball" She answered smilingly. "*Ok, yang benar adalah my cat likes playing a ball*" said the researcher corrected. Then the student repeated what had she heard "My cat likes playing a ball".

(Source: Field Note VIII, August 21st, 2013, see Appendix A)

Before doing some activities, the researcher explained the material in a step. The step is Modeling and Deconstructing of Text (MOT). It made the students understand the materials before doing the activity. So, the students can do

the activities easily and happily. It was shown in the following quotation of interview:

P : Ok. Bagaimana pendapatmu belajar dengan Miss Nur selama ini?
(Ok. What do you think of our teaching and learning process?)
S : Asik. Kadang mengerjakan, kadang menjelaskan. Sebelum mengerjakan dijelaskan dulu. Terus dilanjutkan dengan belajar kelompok.
(Great. Sometimes we do the tasks, sometimes you explained the material. Before we do the activity, you explained the material. Then doing the group work.)
 (Source: Interview 10, August 29th, 2013, see Appendix B)

There was a students did not understand the order of the activity. It because of the command is on English. It was shown in the following quotation of interview:

P : Kalau materi yang Miss Nur berikan paham nggak?
(How about the material?)
S : Sedikit bingung. Kurang keras suara gurunya. Kalah sama suara teman-teman yang ramai.
(A little bit confusing. Your voice was too low. It was covered by the students' voice.)
P : Bagian mana yang nggak paham?
(What part?)
S : Sedikit bingung pas memahami perintah. Pakai Bahasa Inggris soalnya Miss.
(A little confusing in comprehending the order. It used English Miss.)
 (Source: Interview 9, August 29th, 2013, see Appendix B)

By doing assessment at the end of Cycle 1, the researcher would be able to know the progress of the students reading skill. It was because the assessment was in the form of reading text. The students could answer the questions from the reading text on time.

The students did an individual test that consist of 33 multiple choice form. Then, researcher delivered the question sheet and answer sheet to the students. The English teacher left the class when all students got the sheet. The researcher asked the students to do the test seriously. When the bell rang, the students started to do their test. They did the test orderly. Sixty minutes later bell rang. All students stopped doing and collected the answer sheet to the researcher.
 (Source: Field Note X, August 28th, 2013, see Appendix A)

The statement above was also supported by the students' opinion it was indicated in interview below.

P : Kemarin waktu mengerjakan soal individu bisa gak?
(Could you answer the questions in the individual test?)
S : Bisa Miss. Semuanya selesai kok.
(Yes, I can. I can answer all questions.)
 (Source: Interview 9, August 29th, 2013, see Appendix B)

4) Summary of Cycle 1

After doing the reflection of the actions, the research team members concluded that there were some points as the findings of the first cycle as follows:

a) The successful actions

- ✓ The goals of implementing the Think-Pair-Share technique in the Cycle 1 were successful to vary the teaching techniques in the class. Most students felt happy and enjoyed the discussion. The technique helped them to accomplish the activity well and train them to work together. The class conditions were more active. The conditions would prevent the students from getting bored in their learning of reading.
- ✓ Using the proper steps in teaching and learning process was successful. Giving picture and questions to dig the students' background knowledge was effective to build their material comprehension. The discussion between the researcher and students build the good atmosphere in reading class. Comparing the condition before the action, the students were more enthusiastic in the class. They were confident in the class by responding to the researcher's questions at the beginning of the lesson. The interaction between the researcher and the students was good to establish the positive learners' involvement and

stimulate the learners' creativity about their memory. Doing assessment at the end of the cycle helped the researcher to know the students improvement in their reading skill. It can be seen from their score's improvement from pre-test to individual work in Cycle 1.

b) The unsuccessful actions

- ✓ The Think-Pair-Share technique was not applied successfully dealing with the time management. Although there were some students who could cooperate with their friends in a group, there were also students who did not. It was indicated by the students who did not finish their task. They were joking and having chit chat with their friends.
- ✓ Students' vocabulary was not so good. Most of them did not bring the dictionary. It was indicated by the students who asked the other group and researcher when they got the difficulties. They preferred asking the researcher than to discuss the questions with their friends in a group.

b. The Report of Cycle 2

After having agreement with English teacher, the researcher did Cycle 2 on Tuesday, September 3rd 2013; Wednesday, September 4th 2013 and Tuesday, September 10th 2013.

1) Planning

According to the reflection in Cycle 1, the implementation of the Think-Pair-Share technique had some improvement at some points. It fixed the students' and teacher's interaction in the teaching and learning process. It improved the

students' enthusiasm in the class, especially when they met difficult words. These activities also introduced a reading technique that can be applied in the reading process. The students' difficulty in mastering vocabulary was solved by conducting the pair and group discussion. After considering some reflections, the researcher retained the implementations that had been done in Cycle 1, such as:

- a) The goals of implementing the Think-Pair-Share technique in the first cycle were successful to vary the teaching techniques in the class. The teacher created the class interaction by digging the students understanding about the materials.
- b) The proper steps in doing the teaching and learning process were successful in prevent the students' boredom and increasing the students comprehending the material. Students did brainstorming according to things that they had known. Doing assessment at the end of the cycle helped the researcher to know the students improvement in their reading ability.

However, there were some problems that appeared on the application of the Think-Pair-Share technique. Some of the students did not get on how to apply and practice the technique well. There were not yet familiar with those learning technique. Some students also did not do the activity seriously and enthusiastically. In order to overcome those matters, the researcher designed the additional actions by considering the English teacher's advice and judgment. There was some teacher's recommendation which would be proposed on the Cycle 2. They were implementing the Think-Pair-Share technique, in order to

make the students learn seriously and enthusiastically, the teacher applied the reward and punishment to make the time effectively.

a) Implementing The Think-Pair-Share technique

There was a difference between Cycle 1 and Cycle 2. In Cycle 1, the researcher did not give sure time, while in Cycle 2 the researcher gave a sure time in each activity to make the time effectively. The time in every activity would be different. But, the role of playing was still the same as that in Cycle 1. Each group consisted of four students. Then, there were class presentations given by the researcher. After that, they did the worksheets in pairs and groups. To improve students' involvement, there would be an individual work after Cycle 2. They should answer questions related to the descriptive text and reading comprehension. In the last meeting, there was an individual test in the form of reading comprehension test.

b) Implementing rewards and punishments

The group which finished first would be the winner. They were given pens as the reward. This activity was done to make the activities more interesting and challenging them. The students would be happy and enjoyed the activity. This activity also made the students more seriously in doing the activity. It because of the unserious group would get the punishment. The punishment was to find four descriptive texts and identify the grammatical structure, language features and topic of the texts.

2) Actions and Observations in Cycle 2

The researcher discussed the implementation with the collaborator to have reflection about the actions. The reflections in Cycle 2 were described as follow.

a) Implementing the Think-Pair-Share technique

In the first meeting of Cycle 2, there was no new group division. The group was still the same with the previous cycle. This was done to make the teaching and learning process efficient because there was limited time in Cycle 2.

Then, it was continued with the teacher's presentation. In the beginning, she got students' attention up by asking the previous material. She did not point someone but let the students answer voluntarily. It is shown in the quotation below.

"Do you remember what we have learned in the previous meeting? *Masih ingat tidak apa yang kita pelajari kemaren?*" The researcher asked to begin the lesson. "Descriptive text, Miss!" The students answer.
(Source: Field Note XII, September 3rd, 2013, see Appendix A)

Then, the researcher continued giving question to dig the students' knowledge. She gave examples which led to final conclusion. The students didn't have difficulties to get the material. They enjoyed the teaching and learning process. They were involved in answering questions and giving their opinion. The description can be seen below.

"Have you ever been to Baron Beach? *Kalian pernah ke Pantai Baron?*" All students answered "*Pernah!*". Then the researcher asked "Where is it?". Some students answered "Tanjungsari." "Okay, good. How does Baron Beach look like? *Seperti apa bentuknya?*" the students looked confusing to answer the question. Then a student answered "*Ada sungainya* Miss". "Okey. There is a river in the right side of the beach. *Ada lagi?*" "*Dikelilingi batu karang*" the other student answered. "In English please." Asked the researcher to the student. "*Mm dikelilingi itu apa* Miss?" that student asked. "Surrounding." The researcher

answered. “Mm .. Surrounding stones.” The students answered smilingly. Then the researcher corrected the answered “It is Surrounding by long and hard coral. *Jadi dikelilingi oleh karang yang panjang dan keras. Jadi itu semua deskripsi dari Pantai Baron.* Now, I will give you a paper. Please read it carefully.” The researcher gave the material and asked the students to read it.

(Source: Field Note XII, September 3rd , 2013, see Appendix A)

After finishing the material, the researcher gave worksheets for students. The students were asked to answer the questions by discussing first and writing down the answers. They cooperated with their friends in solving the problem. Most of the students also got the points of the Think-Pair-Share technique. This interview can describe the points.

P : Ok. Bagaimana pendapatmu belajar dengan Saya selama ini?

(Ok. What do you think of our teaching and learning process?)

S : Menyenangkan Miss. Bisa berkomunikasi dengan teman, diskusi bertukar pendapat. Jadi lebih percaya diri sama jawaban.

(It is fun, Miss. I can communicate, discuss and share the opinions with my friends. So, I had more confidence with my answers.)

P : Apa Tika menikmati pelajarannya?

(Did you enjoy the lesson?)

S : Iya, menikmati diskusinya.

(Yes, I did.)

(Source: Interview 12, September 10th , 2013, see Appendix B)

In the team work, some students were busy with their business. Because they sat on the back row, they thought that the researcher did not pay attention to them. The field note below describes the action.

The students looked around to their friends when they did the activity. They were not only discussing with their pair and group but also with other pairs and groups. Some students asked the researcher about the difficult vocabulary. The class was so noisy and uncontrolled.

(Source: Field Note XII, September 3rd , 2013, see Appendix A)

In the last meeting of the cycle, researcher administered reading comprehension test. There were thirty three questions on descriptive text. The field note below describes the action.

Then the researcher explained that would be a test to measure their result in teaching and learning process. After that, they sat back to their chairs. The students would do an individual work that consist of thirty three multiple choice questions. Then the researcher shared the question and answer sheet. The English teacher left the class. The researcher asked the students to do the test seriously. After sixty minutes, the bell rang. The students stopped doing the test and collected the answer sheet to the researcher.
(Source: Field Note XIV, September 10th, 2013, see Appendix A)

The students did the test individually. They were serious in doing the test because they wanted to get better mark than in the previous test.

There were individual improvement scores after the test. The steps to decide them were the same as the previous cycle. After giving score on the students' test, the point was earned based on the degree to which the student's test score exceed his/her base score.

b) Implementing rewards and punishments

In order to make the students learn seriously and enthusiastically, the teacher applied the reward and punishment. The following is an interview between the researcher and English teacher which supports the implementation of the additional actions:

P : Iya Bu. Lalu untuk siswa yang banyak bercanda bagaimana sebaiknya cara mengatasinya ya Bu? Itu kan yang menyebabkan mereka lama sekali berdiskusi. Waktunya menjadi tidak efektif.
(Yes Ma'am. For the students who joked, how to handle them? It make they took a long time while discussion. Their time was ineffective.)

GB : Mm. Kalau saya biasanya menerapkan rewards and punishments. Dicoba aja Mbak. Itu lumayan efektif kok. Bisa juga dibatasi waktu diskusinya. Jadi biar mereka bisa berdiskusi dengan serius, tidak

menghabiskan banyak waktu.

(Mm. I usually implement rewards and punishment. You may try it. It enough effective. You can also giving time limitation in discussion. So, they can do the discussion seriously and do not spend much time.)

(Interview 7. August 29th 2013, see Appendix B)

In this cycle, the students were more enthusiastic when they got the reward and would be avoid the punishment. They were more active to join the activity. This situation can be seen in the following quotation:

P : Jadi Eka menikmati pelajaranya?

(So. Do you enjoy the lesson?)

S : Iya. Apalagi kalau pertama selesai mengerjakan di beri hadiah. (Sambil tersenyum.)

(Yes. It because of the group that be the first finish the activity would get a reward)

(Interview 11. September 10th 2013, see Appendix B)

3) Reflection of Cycle 2

The researcher discussed the implementation with the collaborator to have reflection about the actions. The reflections in Cycle 2 were described as follow.

a) Implementing the Think-Pair-Share technique

In this cycle, the students' cooperation successfully improved. The use of group work was quite good to choose as a way to avoid students' boredom in joining the class activity. The group work made the students appreciate their friends' idea. Working in team motivated the students to follow the activity in the classroom. The students became enthusiastic because they could work together with their friends during the group work activities.

P : Menurut Eka, penggunaan The Think-Pair-Share technique menarik dan bisa memotivasi nggak?

(Do you think the The Think-Pair-Share technique can attract and motivate you?)

S : Bisa. (Sambil mengangguk).

(Yes.)
P : Kalau materi yang saya sampaikan paham nggak?
(Do you understand the materials?)
S : Paham..
(Yes, I do.)
P : Ok. Kalau menurut Eka, aktifitas-aktifitas berkelompok itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
(Okay. Do you think the group activities can improve your reading skill?)
S : Iya. Bisa lebih paham daripada membaca sendiri.
(Yes. Reading in pair or group is more understandable than reading individually.)
 (Interview 11. September 10th 2013, see Appendix B)

The students were more involved in the teaching and learning process because the researcher gave limited time in each activity. It also minimized noisiness in the class. This can be inferred from the extract below.

The students looked serious in discussion. There were no students asking the other pair or group. Because the time was limited. All students were busy with their discussion to finish on time. When the time was over, the researcher and the students discussed the answered of the activities.
 (Source: Field Note XIII, September 4th , 2013, see Appendix A)

Moreover, they became more active than the previous cycle when giving opinion and answering questions. The researcher does not need to request or remind them to be active. This interview transcript can reflect the teacher observation.

P : Kalau penerapan The Think-Pair-Share technique itu menarik dan memotivasi siswa tidak Bu?
(Do you think the implementation of the Think-Pair-Share technique interesting and motivating?)
GB : Iya Mbak. Kegiatan berkelompok membuat anak-anak lebih berani, mereka langsung berdiskusi saat menemukan kesulitan dalam mengerjakan activity-activity dan mencari kata-kata sulit di kamus yang mereka bawa. Mereka saling bertanya, sehingga mereka tidak selalu bertanya-tanya pada guru.
(Yes. Group work made the students more confident; they discussed when they got difficulty in doing the activities and looking for the difficult vocabulary in the dictionary that they brought. They were asking each other (in a pair or group), so they do not always ask the

teacher.)

(Interview 14. September 10th 2013, see Appendix B)

b) Implementing rewards and punishments

In order to make the students learn seriously and enthusiastically, the teacher applied the reward and punishment. The implementation in giving rewards was successful. The students felt happy when they received the rewards. The groups competed to get the rewards and they tried to avoid the punishment. The students who had ever been punished were avoided to be punished again. So they did the activity seriously. It is indicated in the quotation below:

When the time was over, the researcher and the students discussed the answered of the activities. The students were enthusiastic. No longer, the bell rang. The researcher announced that group 5 got the reward that day and no one got punishment because all students were serious.

(Source: Field Note XIII, September 4th, 2013, see Appendix A)

The statement above was also supported by the students' opinion. It is indicated in interview transcript below.

P : Ok, Rio. Bagaimana pendapatmu belajar dengan Miss Nur selama ini?
(Okey, Rio. What do you think about our teaching and learning?)
S : Suka Miss. Bisa belajar kelompok. Tapi aku kena hukuman.
(I like it. I can study in a group discussion. But I was punished.)
P : Tahu tidak kenapa di hukum?
(Do you know why?)
S : Iya. Gara-gara ngobrol sama teman, pekerjaanya tidak selesai tepat waktu.
(It because I had chit chat with some friends and I did not finish my work.)
P : Kalau begitu, besok-besok lagi jangan diulangi kesalahannya ya.
(So, do not do that again.)
S : Iya Miss.
(Yes, Miss.)
 (Interview 13. September 10th 2013, see Appendix B)

4) Summary of Cycle 2

Based on the reflection and findings above, it could be concluded that the Think-Pair-Share technique and its accompanying actions in Cycle 2 were successful to improve the students reading skill. It was shown by their enthusiasm and their involvement in group work. The improvement could also be seen by the reflection from each cycle, the findings and the test.

The reflection and the findings in the first cycle were used as the reference for deciding the actions for the second cycle. Then after implementing the The Think-Pair-Share technique in Cycle 2, the reflections and findings showed that most students were able to comprehend the reading text when they were free to express their idea in the discussion in a pair or group.

3. The Description of Quantitative Data

In this part, the researcher discussed the result of the students' comprehension test performed before the actions and after the actions. The reading tests were divided into the pre-test and post-test and students' mean score.

The t-test analysis was done by using SPSS 16.0 program. It showed that the difference between means of pre-test and post-test was significant. It can be seen from the score of data significance which did not exceed 0.05. The researcher presents the findings on the following table:

Table 9: **The Result of the t-test for Equality**

	Pre-test and Post-test Equality					
	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-test	23.185	31	.000	48.67250	44.3909	52.9541
Post-test	41.781	31	.000	77.84187	74.0421	81.6417

The researcher also presents the general findings of students' mean score in reading obtained in Pre-test and Post-test as follows:

Table 10: **Comparison between Students' Scores in Pre-test and Post-test**

Score	Pre-test	Post-test
Total Score	1557.57	2490.87
Mean	48.67 (32 Ss)	77.84 (32 Ss)

Table 10 shows an increase of the value of the mean score of reading obtained by the students from pre-test, individual work and post-test. The result of the analysis of the students' score in pre-test which shows that the mean score is 48.67 increased to 77.84 in post-test. In order to make it clear, the researcher presents the data in following chart:

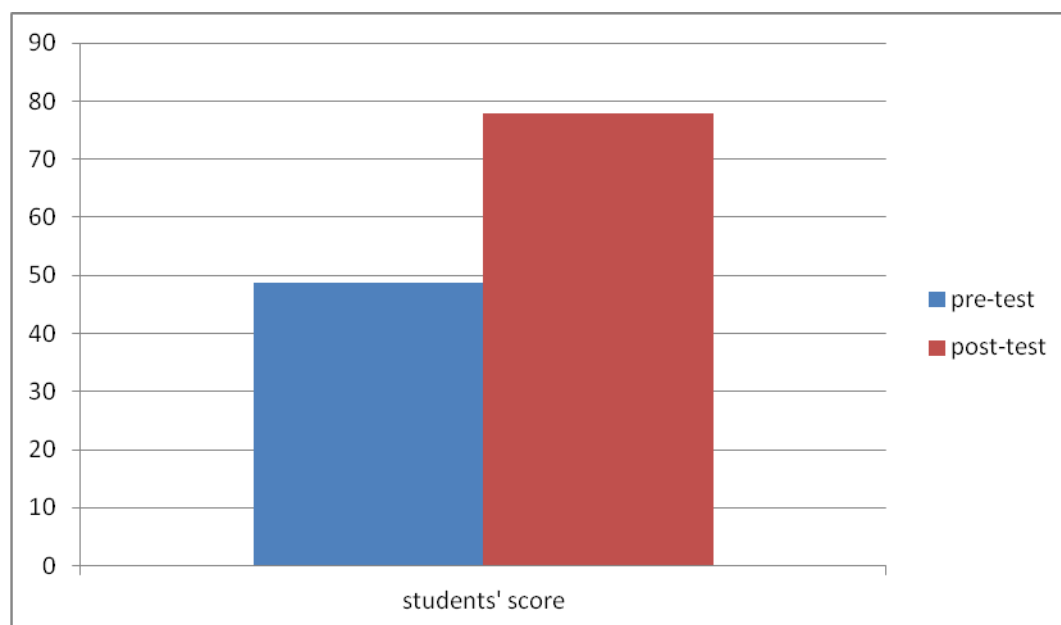


Figure 2: The Chart of Students' Mean Score of Reading in Pre-test and Post-test

4. The Findings of the Research

This section consists both of qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data presents the findings of the students' score of the reading test. The following are the findings that the researcher obtained in the implementation of the Think-Pair-Share technique to improve the students' reading skill.

First, the Think-Pair-Share technique is believed to improve the students' attention in the class. Comparing with the condition before the actions were applied, the students became more enthusiastic to get involved in the class interaction. The students gave response towards the researcher's questions at the beginning of the lesson. The technique also allowed them to share knowledge and

got them to have closer relationship. By using this technique, the students could explore their prior knowledge to construct their understanding about their texts that would be learnt.

Second, the Think-Pair-Share technique is believed to establish the students' vocabulary mastery. This technique evaluated the students' memory about the vocabularies on reading text. They were free to share their ideas about vocabularies. This activity provided direct feedback to the students that would be remembered well by the students in the future.

Third, the Think-Pair-Share technique is believed to make the students familiar with a learning technique which can be applied for the reading activity. There was an activity in the implementations of the technique which focused on the use of some reading strategies like scanning and skimming. By doing this activity, the students are hopefully supposed be able to generate the main ideas and some important information of the text.

Fourth, the Think-Pair-Share technique is believed to improve the students' comprehension of reading. There was a discussion while reading. The students seem confident in expressing their ideas because they have a partner or group in comprehending the reading texts. By discussing with their pair or group, the students automatically shared their ideas and difficulties in reading that can make them easier and comfortable to comprehend the reading passage.

Fifth, the quantitative data analysis shows that the Think-Pair-Share technique improved the students' reading comprehension. It can be seen from the t-test coefficient which shows that the difference between means is significant.

The data significance of t-test analysis did not exceed 0.05 ($P < 0.05$). Moreover, the students' mean scores among pre-test, individual work and post-tests increased from 48.67 to 77.84. It strengthens the qualitative findings which are earlier presented.

However, there were some problems which emerged on the implementation of the actions. Some factors should be considered by the researcher in doing the Think-Pair-Share technique in order to overcome additional problems. Because the learning technique was done independently by some students, the researcher should apply reward and punishment to control the students' enthusiasm and responsibility. By considering some suggestions the problems which appeared in the implementation of the learning technique can be overcome. As a consequence, the Think-Pair-Share technique can improve the students reading comprehension efficiently and effectively. The findings of the research could be summarized on the following table:

Table 11: The Summary of the Research in Pre-action, Cycle 1 and Cycle 2

No	Pre-Action	Cycle 1	Cycle 2
1	The students did not comprehend the text very well	The students could comprehend the text well although there were still some problems in using the Think-Pair-Share technique.	The students could comprehend the text well by using the Think-Pair-Share technique.
2	The students' lacked vocabulary	The vocabulary mastery of the students improved but some of them still had problem in remembering the new vocabulary.	The vocabulary mastery of the students improved by doing discussion and providing dictionary.
3	The students had low enthusiasm in the class, especially when they got difficult	The students started to get involved in the class discussion although they were still not enthusiastic	The enthusiasm of the students improved because responsible for their learning after

	reading activity.	and serious in doing some activities. This condition made the students on time in finishing their activity.	given reward and punishment. They also could finish the activity on time.
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B. Discussion

The research was focused on improving students' reading skill using the Think-Pair-Share technique. This technique was implemented both in Cycle 1 and the Cycle 2. The findings of the research the Think-Pair-Share technique was successful in improving the students' reading comprehension. From the findings, the discussion was written as the following.

The research findings show that the use of the Think-Pair-Share technique was able to improve the students' reading skills. The students were happy and enjoyed reading using this technique. They liked to have discussion with their friends. By having discussions, the students were able to have better understanding on reading texts than before. Their cooperation was also getting better. It implies that the English teacher can use the Think-Pair-Share technique in teaching and learning process of reading. The students should use this technique more often in order to get better understanding to comprehend the text and better cooperation with their pair or group.

Furthermore, giving rewards and punishments, giving time limitation for each activity, and asking the students to bring dictionary were effective to improve the students' involvement, smoothen the discussion and reduce the gap between the high-motivated students and low-motivated students in the teaching and learning process. The English teacher can use those activities along with the

Think-Pair-Share technique to overcome some problems that might be arising during the group works. The English teacher should also be creative in using interesting activities in order to attract the students' involvement in the teaching and learning process.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter consists of three points. They are conclusions, implications and suggestions. The elaboration of each point is presented below

A. Conclusions

All stages in this action research were completely done. This action research in using the Think-Pair-Share technique to improve the students' reading skill for the eighth grade of SMPN 3 Wonosari started on August 20th, 2013 and ended on September 10th, 2013. This research involved many people, they are English teacher and the students at the eighth grade of SMPN 3 Wonosari.

In both cycles, the researcher implemented the Think-Pair-Share technique. To support the findings, there were two kinds of data presented in this research namely qualitative and quantitative data. In terms of qualitative data, the researcher attained some findings, outlined as follows.

In Cycle 1, there were some successful actions, they were implementing the Think-Pair-Share technique, doing assessment in the end of the cycle and using the proper steps in teaching reading. The implementation of the Think-Pair-Share technique is believed to be effective to improve the students' reading skills. Improvement included in the students skills comprehending the reading passage, finding the social purposes, recognizing the general structure and recognizing the grammatical features from the context. Unfortunately, there were some problems found during the actions implementation in Cycle 1. They were dealing with the group management, time management and the use of the dictionary.

In Cycle 2, the implementation of the Think-Pair-Share technique was combined with several accompanying actions, such as: giving rewards and punishment, giving time limitation for each activity asking students to bring dictionary. Those actions were effective in overcoming some problems found in Cycle 1. The researcher also found that the Think-Pair-Share technique was still effective in improving students' reading skills.

In terms of quantitative data, there was an improvement on the students' reading skills. It can be seen from the t-test coefficient which shows that the difference between means was significant. The data significance of t-test analysis did not exceed 0.05 ($P < 0.05$). Moreover, the students' mean scores among pre-test, individual work and post-tests increased from 48.67 to 77.84. It strengthens the qualitative findings which are earlier presented. It showed that Think-Pair-Share technique was successful in improving the students reading skills.

B. Implications

The research findings show that the use of the Think-Pair-Share technique was able to improve the students' reading skills. The students were happy and enjoyed reading using this technique. They liked to have discussion with their friends. By having discussions, the students were able to have better understanding on reading texts than before. Their cooperation was also getting better. It implies that the English teacher can use the Think-Pair-Share technique in teaching and learning process of reading. The students should use this

technique more often in order to get better understanding to comprehend the text and better cooperation with their pair or group.

Furthermore, giving rewards and punishments, giving time limitation for each activity, and asking the students to bring dictionary were effective to improve the students' involvement, smoothen the discussion and reduce the gap between the high-motivated students and low-motivated students in the teaching and learning process. It implies that the English teacher can use those activities along with the Think-Pair-Share technique to overcome some problems that might be arising during the group works. The English teacher should also be creative in using interesting activities in order to attract the students' involvement in the teaching and learning process.

C. Suggestions

Based on the conclusions and implications of the research, some suggestions are conferred to the students, the English teachers and other researchers.

1. The students

In relation to the development of the students' reading skills, it will be better if the students can make their own opportunity to practice their reading skills. It is recommended that the students use the Think-Pair-Share technique as one of their learning strategies to practice and improve their reading skill which can be done in their reading activities. Besides, they may ask their English teacher if they find difficulties in understanding the reading texts.

2. The English teacher

It is suggested that English teacher should apply the Think-Pair-Share technique since it is beneficial not only in improving the students' reading skill but also in increasing the students' cooperation. Further, it is recommended that the English teacher uses another strategy of Cooperative Learning as a learning strategy to enhance the students' competence not only in reading but also in the three other language skills.

3. The other researchers

To the future researchers, particularly those who have some problems and are interested in conducting the Think-Pair-Share technique in their research, it is suggested that they apply the Think-Pair-Share technique in the same field or in the teaching of other language skills.

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FIELD NOTES

P = Peneliti
 KS = Kepala sekolah
 GB = Guru Bahasa Inggris
 S = Siswa

FIELD NOTE I

(Ruang Kepala Sekolah. Kamis, 20 Juni 2013)

Ini adalah pertama kalinya P datang ke sekolah untuk memohon izin kepada KS penelitian. P datang pada pukul 08.00 WIB. Sebelum bertemu dengan KS, P bertanya kepada guru piket di ruang tamu tentang keberadaan KS. P menunggu sebentar di ruang tamu sementara guru piket pergi ke ruang KS untuk memberitahukan ada P yang akan meminta ijin penelitian. Kemudian guru piket datang dan meminta P untuk menunggu sebentar karena ada tamu. Setelah beberapa saat, guru piket meminta P masuk ke ruang KS. Di dalam ruangan, KS sudah menunggu P. KS menanyakan keperluan P datang ke sekolah tersebut. P mengemukakan tujuannya kepada KS untuk minta ijin penelitian di sekolah tersebut sambil menyerahkan surat pengantar observasi dan ijin penelitian. P mengatakan sebelumnya sudah pernah mengajar ekstrakurikuler di sekolah tersebut.

KS menanyakan kepada P tentang waktu penelitian yang akan dilakukan. P menjawab bahwa penelitian ini akan dilaksanakan kurang lebih 2 bulan. Kemudian KS memanggil wakil KS bidang kurikulum. KS meminta kepada wakil KS bidang kurikulum untuk menjadwalkan jam pelajaran Bahasa Inggris kepada P. Kemudian wakil KS bidang kurikulum menyarankan untuk berkoordinasi dengan GB esok pagi. Dikarenakan GB sedang tidak ada di tempat, maka P belum bisa menemui GB untuk berdiskusi. Setelah selesai berbincang-bincang, kemudian P pamit dan akan datang esok pagi.

FIELD NOTE II

(Ruang Guru. Jum'at, 21 Juni 2013)

Ini adalah kedua kalinya P datang ke sekolah, setelah sebelumnya P sudah meminta ijin kepada KS. Sekitar pukul 8.20 WIB, P tiba di sekolah. P bertemu dengan guru piket untuk menanyakan apakah GB ada di sekolah. Guru piket meminta P menunggu sebentar sementara guru piket memanggil GB. Guru piket datang kembali dan meminta P untuk langsung ke ruang guru. Minggu itu adalah minggu setelah Ujian Akhir Semester. Jadi para guru tidak mengajar. GB sudah mengenal P karena dulu pernah mengajar ekstrakurikuler di sekolah tersebut selama 2 semester. P berbincang-bincang perihal kedatangannya ke sekolah untuk melakukan penelitian. GB menanyakan kepada P tentang waktu penelitian yang akan dilakukan. P menjawab bahwa penelitian ini akan berlangsung kurang lebih 2 bulan. Setelah itu P dan GB berunding tentang waktu pelaksanaan penelitian di

sekolah tersebut karena pada bulan Agustus ada libur Idul Fitri. P kemudian menjelaskan kepada GB bahwa sebelum melakukan penelitian P akan melakukan observasi, *try out* dan *pre-test*. Jadi setelah libur kenaikan kelas, P meminta ijin untuk mengumpulkan data. Setelah berdiskusi cukup lama, akhirnya ditetapkan waktu pelaksanaan penelitian di sekolah tersebut adalah setelah libur Idul Fitri. Tanggal pelaksanaan penelitian belum dipastikan karena jadwal untuk semester gasal belum keluar. Oleh karena itu, P diminta datang lagi setelah libur akhir semester yaitu sekitar pertengahan bulan Juli. Setelah bersepakat, P pamit kepada GB dan langsung meninggalkan sekolah.

FIELD NOTE III

(Ruang tamu. Kamis, 18 Juli 2013)

P datang ke sekolah pada pukul 09.10 atas kesepakatan awal dengan GB. Pada hari itu, GB masuk sekolah tidak untuk mengajar tapi hanya untuk bertugas piket. Maka dari itu, P datang ke sekolah untuk berdiskusi menentukan kelas yang akan *try out* dan kelas yang akan diteliti. P sampai di sekolah dan langsung menemui GB. P dan GB berbincang-bincang di ruang tamu sekolah. Penelitian akan dilakukan pada kelas VIIIB sedangkan *try out* di kelas VIIIE. Dari hasil diskusi, akhirnya ditentukan bahwa observasi akan dilaksanakan pada hari Selasa tanggal 23 Juli 2013 jam ke 3-4 dan *try out* jam ke 3-4 akan dilaksanakan pada hari Rabu tanggal 24 Juli 2013. Wawancara kepada guru bahasa Inggris dan para siswa sebelum penelitian akan dilaksanakan pada hari Kamis tanggal 25 Juli 2013. Wawancara kepada siswa akan dilakukan pada jam istirahat agar tidak mengganggu proses belajar mengajar. Sedangkan untuk penelitiannya sendiri dilaksanakan setelah libur Idul Fitri. Setelah selesai berdiskusi, P pun pamit dan langsung meninggalkan sekolah.

FIELD NOTE IV

(Ruang kelas VIIIB. Selasa, 23 Juli 2013)

Hari Selasa, 23 Juli 2013 P melakukan observasi pada kelas VIIIB. P tiba di sekolah pada pukul 08.00. P menunggu GB di ruang guru karena GB sedang mengajar. Akhirnya bel pergantian jam berbunyi. Jam pelajaran memasuki jam ke 3 yaitu pada pukul 8.10. Karena bulan puasa, jadi jam pelajaran menjadi 35 menit yang biasanya 40 menit. P menunggu GB selesai mengajar. Tidak berapa lama, GB menemui P di ruang guru dan langsung mengajak P ke kelas VIIIB. Sampai di depan kelas VIIIB, ternyata masih ada guru yang mengajar. Tidak berapa lama, guru tersebut keluar. Kemudian P dan GB masuk. GB menyapa siswa menggunakan bahasa Inggris “, *“Good morning, everybody?”* PS menjawab *“Good morning Mrs. Anna.”* Kemudian GB bertanya lagi, *“How are you today?”* Lalu para S menjawab *“I’m fine. Thank you. And you?”*. *“I’m fine too. Thank you”* Balas GB. Setelah GB memperkenalkan P dan menjelaskan tujuan P dikelas tersebut, P mengambil tempat duduk di kursi paling belakang.

GB memulai pelajaran, pada saat itu waktu menunjukan pukul 08.30. GB menanyakan tentang kehadiran S. Semua S masuk kelas. Setelah itu, GB meminta

S untuk mengeluarkan dan membuka LKS (Lembar Kerja Siswa). Kemudian GB menyuruh S untuk membaca teks '*Announcement*' secara individu. Beberapa S mengeluh karena mereka tidak paham dengan teks. Ada beberapa S yang tidak memperhatikan perintah GB. Bahkan ada yang tidak membawa LKS. GB menyuruh siswa yang tidak membawa LKS untuk meminjam ke kelas lain. GB kemudian menjelaskan tentang teks '*Announcement*'. Tidak berapa lama kemudian, GB meminta S untuk menyalin teks tersebut dalam Bahasa Indonesia. Beberapa siswa terlihat sibuk mengerjakan perintah guru, tapi ada juga yang bercanda dan mengobrol dengan S yang lain. Terutama S putra yang duduk di bagian selatan. Beberapa S bahkan tidak mengetahui perintah GB, sehingga mereka sibuk bertanya kepada S yang lain. Kelas sangat berisik saat GB memerintahkan S mengerjakan LKS. Setelah member tugas, GB terlihat sibuk dengan kegiatannya di meja guru. kemudian GB meminta para S untuk mengerjakan soal-soal di bawah teks. GB membiarkan para S bekerja sendiri.

Para S mengerjakan tugas dengan malas. GB tidak mengontrol pekerjaan S jika mereka punya kesulitan atau tidak. Para S boleh membuka kamus kalau kesulitan. GB berkeliling kelas untuk memeriksa pekerjaan siswa. Tiba-tiba GB bertanya "*Have you finished?*". Semua S menjawab "*Not Yet*". Hanya ada beberapa S yang mengerjakan tugas, sedangkan yang lainnya hanya melihat pekerjaan temannya. GB sama sekali tidak memperhatikan hal itu.

GB kemudian berkeliling dan memeriksa pekerjaan S sambil menegur S yang tidak memperhatikan. Akhirnya S diminta untuk membahas pekerjaan mereka bersama-sama. GB meminta S untuk maju ke depan membacakan hasil terjemahan. Tidak ada S yang mengangkat tangan. Akhirnya seorang S ditunjuk untuk membacakan hasil pekerjaannya ke depan. Setelah S tersebut selesai membaca, GB memintanya kembali ke tempat duduknya. Kemudian GB meminta S yang lain membacakan jawaban dari pertanyaan-pertanyaan dalam teks. GB dan S membahasnya. Setelah pembahasan selesai, GB menanyakan beberapa pertanyaan lagi. Kalau seorang S tidak bisa menjawab pertanyaan tersebut dengan benar, GB akan memberikan pertanyaan tersebut ke S lain. Saat GB sibuk dengan S yang menjawab pertanyaan, S yang lain tidak diperhatikan. Mereka saling berbicara dan tidak memperhatikan.

Bel pergantian jam pun berbunyi. Sebelum menutup pelajaran, P menunjuk lima S tetap di kelas untuk diwawancara. S yang lain diminta untuk istirahat di luar kelas. Wawancara dilaksanakan pada jam istirahat agar tidak mengganggu proses belajar mengajar. Kemudian GB menutup pelajaran dengan mengucapkan "*See you in the next meeting*". Kemudian GB meninggalkan kelas. Satu per satu S diwawancara oleh P hingga bel tanda masuk kelas berbunyi. Kemudian P berterimakasih dan berpamitan kepada S. P keluar kelas untuk menemui GB di ruang guru. P mengatakan bahwa esok hari akan datang lagi ke sekolah untuk try out kelas VIIIE. P pun mencukupkan observasi dan berpamitan kepada GB karena GB harus masuk kelas lagi.

FIELD NOTE V

(Ruang kelas VIIIE. Rabu, 24 Juli 2013)

Pada hari ini Rabu, 24 Juli 2013 P datang ke sekolah untuk melakukan *try out* di kelas VIIIE. Pada saat itu P datang ke sekolah pada pukul 7.55. GB masih mengajar pada jam tersebut, *Try out* akan dilaksanakan jam ke 3-4 yaitu pukul 8.10 – 9.20. Setelah mendengar bel tanda pergantian jam berbunyi, P langsung menemui GB di ruang guru. Kemudian GB mengajak P ke kelas VIIIE. P mengikuti GB ke ruang kelas tersebut.

GB dan P masuk kelas. Tapi, ada beberapa S masih di luar kelas. Kemudian GB meminta S untuk masuk kelas. Setelah itu, GB menyapa siswa dalam bahasa inggris, “*Good morning, everybody*” S menjawab “*Good morning Mrs. Anna.*” Kemudian GB bertanya lagi, “*How are you today?*” Lalu S menjawab “*I’m fine, thank you*”. Setelah menanyakan tentang kehadiran S, GB menjelaskan bahwa pada hari itu ada P yang akan melakukan *try out* kepada S. Setelah GB memperkenalkan P, GB menyerahkan kelas VIIIE dan meninggalkan kelas.

P menyapa S dan menjelaskan bahwa P akan melakukan penelitian di sekolah tersebut. Sebelum melakukan penelitian, P akan melakukan *try out* dahulu kepada kelas VIIIE. Kemudian P membagikan lembar soal dan lembar jawab kepada S. S mulai mengerjakan pada pukul 8.20. P kemudian mengambil tempat duduk dibelakang. Kadang P berkeliling memeriksa pekerjaan S. Beberapa S mengerjakan dengan sungguh-sungguh, tapi ada juga yang sambil bercanda dengan teman. S berhenti mengerjakan setelah bel istirahat berbunyi. Setelah mengumpulkan lembar jawab dan lembar soal, S kemudian langsung keluar untuk beristirahat. P langsung menemui GB di ruang guru. P mengatakan bahwa *try out* sudah selesai. P dan GB berbincang-bincang sebentar di ruang guru tentang *pelaksanaan try out* dan wawancara yang akan dilaksanakan esok paginya. Setelah bel tanda masuk berbunyi, P berpamitan karena GB akan masuk kelas untuk mengajar.

FIELD NOTE VI

(Ruang Tamu Sekolah. Kamis, 25 Juli 2013)

Pada hari ini P datang ke sekolah untuk melakukan wawancara dan menentukan jadwal penelitian. P tiba di sekolah pada pukul 09.21. P langsung menemui GB karena pada saat itu GB sedang piket. GB meminta wawancara dilaksanakan di ruang tamu. P dan GB membicarakan tentang kegiatan belajar mengajar *reading* di kelas delapan dan jadwal penelitian. GB menanyakan tentang materi apa saja yang ada dalam tes dan yang akan diajarkan. P pun menjawab bahwa materi yang diberikan adalah tentang *reading descriptive text*. P bertanya tentang bagaimana kemampuan *reading* S di kelas dan kendala apa saja yang terjadi dalam proses belajar mengajar *reading* tersebut. GB menjawab semua pertanyaan yang diajukan oleh GB. Akhirnya ditentukan penelitian akan dimulai dari tanggal 20 Agustus 2013 untuk *pre-test* dan *action* dimulai pada tanggal 21 Agustus 2013. Action dilaksanakan dua kali dalam satu minggu yaitu pada hari Selasa jam ke 3-4 dan pada hari Rabu jam ke 7-8. Setelah semua data yang

diperlukan P terkumpul, kemudian P pamit kepada GB. P keluar dari sekolah tersebut pada pukul 10.25.

FIELD NOTE VII

(Ruang Kelas VIIIB. Selasa, 20 Agustus 2013)

Hari ini adalah hari dimana P mulai melakukan kegiatan pengambilan data yaitu melakukan *pre-test*. *Pre-test* ini dilakukan oleh S kelas VIIIB sesuai dengan kelas yang akan diteliti oleh P. Pagi itu sekitar pukul 08.12 P tiba di sekolah. Pada waktu itu GB sedang mengajar di kelas, P pun menunggu di ruang tamu. Setelah bel pergantian jam berbunyi, P langsung menemui GB dan izin akan melakukan *pre-test* pada hari ini. GB pun mempersilakan P untuk menuju kelas VIIIB. Namun sebelumnya, GB meminta agar beliau sendiri yang membuka pelajaran Bahasa Inggris dan menyampaikan maksud kedatangan P. GB dan P kemudian bersama-sama menuju ruang kelas VIIIB. Setelah semua S masuk kelas dan duduk di kursi masing-masing, GB lalu menjelaskan maksud kedatangan P pada hari ini. GB mempersilahkan P memulai kegiatan lalu keluar kelas. P mengucapkan salam dan menyapa para S. sebagian besar S menjawab, hanya beberapa S yang masih berbicara dengan S lain. Setelah itu P langsung membagikan lembar soal dan lembar jawab kepada semua S. para S mulai mengerjakan pada pukul 08.30. Soal test tersebut terdiri dari 33 soal pilihan ganda. Para S pun mengerjakan soal dengan serius. *Pre-test* berlangsung selama 2 jam pelajaran yaitu yang seharusnya 80 menit tapi terpotong dengan pembukaan jadi waktu mengerjakan sekitar 70 menit. Bel jam istirahat berbunyi, S keluar kelas untuk istirahat dulu. Setelah bel masuk berbunyi, S masuk kelas lalu mengerjakan soal lagi sampai jam pelajaran ke 4 selesai yaitu pukul 09.55. Setelah bel tanda pergantian jam berbunyi dan semua S selesai mengerjakan soal, P mengumpulkan lembar soal dan lembar jawab. Kemudian P mengucapkan terima kasih dan berpamitan kepada para S. P keluar kelas dan langsung menemui GB di ruang guru. P dan GB berbincang sebentar tentang kegiatan yang baru saja dilaksanakan. Setelah itu P berpamitan karena GB akan segera masuk kelas.

FIELD NOTE VIII

(Ruang Kelas VIIIB. Rabu, 21 Agustus 2013)

Hari ini P tiba di sekolah pada pukul 11.20 bertepatan dengan S yang sedang beristirahat. P langsung menemui GB di ruang guru. P dan GB berbincang sebentar. Pada pukul 11.30 bel tanda masuk kelas berbunyi. P dan GB menuju kelas VIIIB. Pada saat P dan GB masuk kelas, S masih banyak yang di luar, ramai dan makan minum di dalam kelas. GB pun menyuruh S untuk masuk kelas, duduk dengan tenang dan menyelesaikan makan dan minum dengan segera. Kemudian GB mempersilakan P untuk memulai pelajaran. GB mengambil tempat duduk di kursi paling belakang.

P membuka pelajaran dengan menyapa S dalam Bahasa Inggris "*Good morning everybody*". S menjawab "*Good morning*". P bertanya kabar para S "*How are you today?*". Beberapa S menjawab "*I'm fine, thank you. And you?*" P

pun menjawab *"I'm fine too, thank you"*. P memeriksa presensi S dengan bertanya *"Who's absent today?"*. Tidak ada respon dari S. Kemudian P bertanya lagi "Adakah yang tidak masuk hari ini?". Akhirnya S menjawab "Ooo. Nihil, Miss." Setelah itu, P bertanya lagi *"Are you ready today?"*. Tidak ada respon dari para S. P mengulangi sekali lagi *"Are you ready today?"*. Para S menjawab "Yes" sambil tersenyum. Kemudian P mengeluarkan sebuah gambar dan menunjukannya kepada S. Beberapa S terdengar mengatakan "kucing" dengan pelan. Kemudian P bertanya *"What is this?"* beberapa S menjawab "Kucing, Mbak." Ada pula yang menjawab "Cat, Miss". "OK, good. This is a cat. Do you have a pet?" Tanya P. "Yes, Miss" jawab seorang S putri dengan keras. "Ok, what's your name?" Tanya P sambil menunjuk S yang bersangkutan. "My name is Devi". S tersebut menjawab dengan tersenyum. "Ok, Devi. What kind of pet do you have?" Tanya P lagi. "Apa Mbak?" S tersebut bertanya lagi sambil tertawa dan melihat teman-temannya. "Devi punya hewan peliharaan apa di rumah?" Tanya P dalam Bahasa Indonesia. "Oo, kucing Mbak eh Miss" jawab S tersebut. "Can you describe your cat? The color? Is it male or female? The behavior?" Tanya P lagi. S tersebut menjawab "Yellow and white". "Jantan atau betina?" Tanya P lagi. "Jantan, Miss". "Jantan itu dalam bahasa Inggris male ya" kata P. "Kalau kebiasaannya apa? Yang kucing kamu suka lakukan?" Tanya P lagi. S tersebut terlihat bingung dan berpikir lalu menjawab "Mmmm kucing saya suka bermain dengan bola, Mbak." "Can you say it in English?" "Mm my cat like play with ball" S menjawab dengan tersenyum. "Ok, yang benar adalah *my cat likes playing a ball*" kata P membenarkan. Kemudian S tersebut mengulang apa yang dikatakan P *"My cat likes playing a ball"*.

P menjelaskan bahwa Devi mendeskripsikan kucing peliharaannya dan hari itu mereka akan belajar tentang *descriptive text*. Lalu P menulis '*descriptive text*' di *whiteboard*. "What is descriptive text?" Tanya P. "Untuk mendeskripsikan, Miss". Jawab seorang S. S yang lain hanya diam saja. Kemudian P membagikan materi tentang *descriptive text*. P meminta para S untuk membaca sebentar materi tersebut. Kemudian P menjelaskan tentang materi. Setelah selesai menjelaskan materi, P bertanya pada para S *"Is there any question?"* Beberapa S menjawab "No", sebagian lagi diam. Kemudian P memutuskan untuk membentuk kelompok. P memanggil 8 S yang menduduki ranking teratas untuk maju ke depan dan sekaligus menjadi ketua dari kelompok. Daftar dari kedelapan S tersebut didapat P dari GB. Setelah itu para S yang lain berhitung dari angka 1 sampai 8 untuk menentukan anggota kelompok. Semua S sudah mendapatkan kelompok. Ada yang senang dengan kelompoknya, ada pula yang kecewa karena tidak mendapatkan teman yang cocok. Masalah ini sempat menimbulkan keributan tetapi anggota kelompok sudah ditetapkan jadi tidak bisa di rubah lagi. Lalu para S mengambil tempat duduk dengan kelompoknya masing-masing. Setiap kelompok terdiri dari 4 S dan yang akan bekerja dalam pasangan juga. Jadi dalam setiap kelompok terdiri dari 2 pasang S. P menjelaskan kepada para S tentang *Think-Pair-Share technique* yang akan diterapkan dalam proses belajar mengajar *reading* dengan P. Beberapa S terlihat masih bingung. Kemudian S memulai aktivitas karena akan lebih jelas dengan mempraktekan. Setiap kelompok mendapat 2 lembar *woksheets*. Dalam lembar tersebut ada sebuah

descriptive text yang belum berurutan. Para S diminta untuk menyusun paragraph-paragraf menjadi sebuah *descriptive text* yang baik, mengidentifikasi *generic structure* dan *social purpose*. Pertama para S bekerja secara berpasangan. Kemudian pasangan-pasangan berdiskusi dengan kelompok masing-masing. Pada saat mengerjakan, terlihat banyak S yang tengok kanan kiri. Dari mereka tidak hanya berdiskusi dengan pasangan tapi juga pasangan lain. Ada juga yang bertanya kepada P tentang arti dari beberapa kata. Keadaan kelas menjadi gaduh dan tidak terkendali. Setelah semua kelompok selesai berdiskusi kemudian satu kelompok diminta mempresentasikan pekerjaan kelompoknya. P dan para S berdiskusi hasil dari pekerjaan para S.

Setelah selesai mendiskusikan *activity 1*, S melanjutkan ke *activity 2*. Setiap kelompok mendapatkan sebuah amplop. Amplop-amplop tersebut berisi potongan-potongan paragraph dari 4 *descriptive texts* yang berbeda. Para S diminta secara berpasangan mengurutkan dan menempelkan paragraf-paragraf tersebut menjadi *descriptive text* yang benar. Setiap pasangan harus mengurutkan dua teks. Setelah selesai ditempel, para S harus menentukan *generic structure* dan *social purpose* dari masing-masing teks. Para S diberikan waktu beberapa menit untuk berdiskusi dengan pasangan, lalu dilanjutkan dengan berdiskusi dengan seluruh anggota kelompok. Kemudian beberapa kelompok maju ke depan kelas untuk mempresentasikan hasil diskusi. P dan para S berdiskusi tentang *activity 2*. Ada beberapa S yang menjawab. Kemudian bel tanda pelajaran hari itu berbunyi. Diskusi pun terpaksa dihentikan. P meminta semua pekerjaan dimasukan ke amplop masing-masing lalu dikumpulkan ke depan. Para S meminta untuk melanjutkan diskusi hari selasa depan. P meminta ketua kelas untuk menyiapkan dan memimpin do'a. P mengucapkan salam. Kemudian S keluar kelas sambil bersalaman dengan P dan GB. Kemudian P berpamitan kepada GB.

FIELD NOTE IX

(Ruang kelas VIIIB. Selasa, 27 Agustus 2013)

Hari ini adalah pertemuan ke-2 P melakukan penelitian di sekolah. P tiba di sekolah pada pukul 08.05. P menunggu di ruang tamu karena GB masih mengajar. Setelah bel pergantian jam pelajaran berbunyi, P langsung menemui GB di ruang guru. P dan GB kemudian menuju kelas VIIIB. Melihat P dan GB datang, para S kelas VIIIB masuk kelas dan langsung mengambil tempat duduk. GB lalu mengambil tempat duduk di kursi paling belakang. P kemudian membuka pelajaran dengan menyapa para S dalam Bahasa Inggris "*Good morning everybody*". Para S menjawab "*Good morning*". P bertanya kabar para S "*How are you today?*". Beberapa S menjawab "*I'm fine, thank you. And you?*" P pun menjawab "*I'm fine too, thank you*". P memeriksa presensi S dengan bertanya "*Who's absent today?*". Seorang S menjawab "*Fathika, Miss.*" "*Fathika kenapa tidak masuk sekolah?*" Tanya P. "*Ada acara keluarga katanya.*" Jawab S tersebut. "*Okey. Are you ready today?*" P bertanya lagi. Para S menjawab "*Yes*" sambil tersenyum.

"*Do you remember what we have learned in the previous meeting?* Masih ingat tidak apa yang kita pelajari kemaren?" tanya P mengawali pelajaran.

“*Descriptive text, Miss!*” jawab para S hamper bersama-sama. “*Okey. Ada yang masih ingat apa itu descriptive text?*”. Para S terlihat mengingat-ingat. Kemudian seorang S menjawab “*Menggambarkan seseorang atau benda secara khusus*”. “*Good! Can you say it in English?*” Respon P. “*Mm.. describe people or things in particular*” Jawabnya lagi. “*Okey. Now, what is the social purpose of descriptive text?*” Tidak ada respon dari S. S terdengar berbisik-bisik. “*Tujuannya ya to describe people or thing in particular way. Kalau the generic structurenya ada yang ingat?*” lanjut P. kemudian secara hampir bersama-sama para S menjawab “*Title, Identification, Description*”. “*Okey, good! Let’s go to the next material. Nah sekarang tolong dikeluarkan materi descriptive text yang sudah saya bagikan.*” P kemudian menjelaskan kepada para S tentang *grammatical features* yang digunakan dalam *descriptive text* yaitu *using adjectives, using simple present tense* dan *using personal pronoun*. Semua S memperhatikan penjelasan P. Setelah selesai menjelaskan, P bertanya pada S “*Is there any question?*”. Para S menjawab dengan serempak “*No*”.

“*Okey kalau begitu. Let’s go to the other activity. Please take a sit with your group now.* Semuanya tolong duduk dengan kelompoknya” perintah P. Semua S terlihat bergegas menuju kelompok mereka masing-masing. Mereka terlihat bersemangat. P kemudian membagikan lagi amplop-amplop sesuai kelompok. Setelah semua kelompok mendapatkan amplopnya, P meminta para S untuk membuka amplop dan mengeluarkan isinya. Di dalam amplop-amplop tersebut ada 4 teks deskriptif yang mereka kerjakan pada pertemuan sebelumnya. P meminta S untuk membuka lagi pekerjaan mereka. Kemudian S maju ke depan untuk mempresentasikan hasil dari mengidentifikasi the *social purpose* keempat teks. Di tengah diskusi, bel pergantian jam berbunyi. S diminta istirahat sebentar lalu pelajaran akan dilanjutkan setelah istirahat. P dan GB menunggu jam istirahat selesai di ruang guru. Setelah bel istirahat habis berbunyi, P dan GB kembali ke kelas VIIIB. Setelah semua S masuk kelas, diskusi dimulai kembali. Setelah diskusi selesai, S diminta mengeluarkan semua kertas yang ada di dalam amplop. Terdapat 2 lembar kertas yang setiap kertasnya berisi 4 table. Para S harus mengisi table-table tersebut dengan *adjectives, simple present tense* dan *personal pronoun* dari setiap teks deskriptif. Para S diberi waktu beberapa menit untuk berdiskusi dengan pasangan. Lalu dilanjutkan berdiskusi dengan satu kelompok. Hampir semua S berdiskusi. Ada juga S yang tampak bercanda dengan kelompoknya. Banyak juga yang pada saat mengerjakan, terlihat banyak S yang tengok kanan kiri. Dari mereka tidak hanya berdiskusi dengan pasangan tapi juga pasangan lain. Ada juga yang bertanya kepada P tentang arti dari beberapa kata. Keadaan kelas menjadi gaduh dan tidak terkendali. Ini membuat waktu diskusi berjalan cukup lama. Setelah semua S selesai berdiskusi dengan kelompok, S dan P berdiskusi dengan seluruh kelas. Empat kelompok bersedia mengemukakan hasil diskusi dengan sukarela tanpa ditunjuk. Setiap kelompok menyebutkan jawaban dari salah satu teks. Kelompok yang tidak setuju dengan jawaban, bisa menambahkan atau mengurangi. Diskusi berjalan sampai bel tanda pulang sekolah berbunyi. Setelah selesai berdiskusi P meminta semua pekerjaan dimasukkan ke amplop masing-masing lalu dikumpulkan ke depan. Kemudian P bertanya “*Apa yang kalian pelajari hari ini?*”. Ada yang menjawab *descriptive text, adjectives,*

present tense, pronouns dan belajar kelompok. P mengucapkan salam. Kemudian P dan GB keluar kelas. P bertanya kepada GB bagaimana pendapat beliau tentang pelajaran hari itu. P dan GB berdiskusi sebentar kemudian P berpamitan kepada GB karena GB akan segera masuk kelas lagi.

FIELD NOTE X

(Ruang Kelas VIIIB. Rabu, 28 Agustus 2013)

Hari ini adalah pertemuan ke-3 P melakukan penelitian di sekolah. P tiba di sekolah pada pukul 11.25. P menunggu di ruang tamu karena GB masih mengajar. Setelah bel pergantian jam pelajaran berbunyi, P langsung menemui GB di ruang guru. P dan GB kemudian menuju kelas VIIIB. Melihat P dan GB datang, para S kelas VIIIB masuk kelas dan langsung mengambil tempat duduk. GB lalu mengambil tempat duduk di kursi paling belakang. P kemudian membuka pelajaran dengan menyapa para S dalam Bahasa Inggris “*Good morning everybody*”. Para S menjawab “*Good morning*”. P bertanya kabar para S “*How are you today?*”. Beberapa S menjawab “*I’m fine, thank you. And you?*”. P pun menjawab “*I’m fine too, thank you*”. P memeriksa presensi S dengan bertanya “*Who’s absent today?*”. Tidak ada respon dari S. Kemudian P bertanya lagi “*Adakah yang tidak masuk hari ini?*”. Akhirnya S menjawab “*Nihil, Miss.*” Setelah itu, P bertanya lagi “*Are you ready today?*” Para S menjawab “*Yes*” sambil tersenyum.

“*Do you remember what we have learned in the previous meeting? Masih ingat tidak apa yang kita pelajari kemaren?*” tanya P mengawali pelajaran. “*Descriptive text, Miss!*” jawab para S hampir bersama-sama. “*Okey. Apa itu descriptive text?*”. Kemudian seorang S menjawab “*Mm.. describe people or things in particular*”. “*Okey. Now, what is the social purpose of descriptive text?*” tanya P. Beberapa S menjawab dengan bersama “*To describe people or thing in particular way*”. Kalau *the generic structure of descriptive text?*” lanjut P. Kemudian secara hampir bersama-sama para S menjawab “*Title, Identification, Description*”. “*Okey, good! How about grammatical feature in descriptive text?*”. Para S tampak mengingat-ingat. Lalu seorang S menjawab “*adjectives, Miss.*” S lain menjawab “*simple present tense*”. “*Okey. Satu lagi apa?*” “*Pronoun, Miss.*” Jawab seorang S kemudian. “*Okey good. Personal pronoun. Is there any question?*”. Para S menjawab dengan serempak “*No*”. “*Nah sekarang tolong duduk dengan kelompok kalian masing-masing. Kita akan ke aktifitas selanjutnya.*” P membagikan kembali amplop kepada masing-masing kelompok. P meminta para S untuk mengeluarkan isi amplop. Hari ini para S harus mengerjakan *activity 5*. Mereka harus mengidentifikasi *references* dari *personal pronoun* yang ada dalam 4 teks sebelumnya. Sepuluh menit pertama berdiskusi dengan pasangan. Lalu 5 menit selanjutnya untuk berdiskusi dengan kelompok. Semua S memperhatikan penjelasan P. Setelah selesai menjelaskan, P bertanya “*Do you understand?*”. Para S serempak menjawab “*Yes*”. Kemudian mereka berdiskusi. Pada saat mengerjakan, terlihat banyak S yang tengok kanan kiri. Dari mereka tidak hanya berdiskusi dengan pasangan tapi juga pasangan lain. Ada juga yang bertanya kepada P tentang arti dari beberapa kata. Keadaan kelas menjadi

gaduh dan tidak terkendali. Setelah waktu yang ditentukan selesai, para S dan P mendiskusikan hasil pekerjaan mereka. Hampir semua pekerjaan mereka benar. Setelah diskusi selesai, S memasukan pekerjaan mereka ke dalam amplop lagi dan mereka kumpulkan ke P. setelah itu mereka kembali ke tempat duduk masing-masing. Para S akan mengerjakan tes individu yang terdiri dari 33 soal pilihan ganda. Kemudian P membagikan lembar soal dan lembar jawab kepada para S dibantu oleh GB. Setelah semua S mendapat lembar soal dan lembar jawab, GB meninggalkan kelas. P meminta S mengerjakan soal-soal tersebut dengan sungguh-sungguh. Semua S memulai mengerjakan. Saat mengerjakan, ada beberapa S yang mau berbuat curang. P menghampiri S tersebut lalu tersenyum. S tersebut kembali tertib. Setelah 60 menit, bel pelajaran pun berbunyi. Semua S berhenti mengerjakan dan mengumpulkan hasilnya kepada P. P meminta ketua kelas untuk menyiapkan dan memimpin do'a. P mengucapkan salam. Kemudian S keluar kelas sambil bersalaman dengan P. Kemudian P menemui GB di ruang guru. P bertanya kepada GB bagaimana pendapat beliau tentang pelajaran hari itu. GB meminta pada P untuk refleksi besok hari Kamis saja karena GB ada acara siang itu. Kemudian P berpamitan kepada GB.

FIELD NOTE XI

(Ruang Kelas VIIIB. Kamis, 29 Agustus 2013)

Pada hari ini P datang ke sekolah untuk melakukan refleksi dan menentukan jadwal penelitian untuk cycle 2. P tiba di sekolah pada pukul 08.00. P langsung menemui GB karena pada saat itu GB sedang piket. GB meminta wawancara dilaksanakan di ruang tamu. P dan GB membicarakan tentang kegiatan belajar mengajar yang telah dilaksanakan pada *cycle 1* di kelas delapan dan jadwal untuk cycle 2. P bertanya tentang bagaimana kemampuan *reading S*, masalah-masalah yang dihadapi P, kekurangan dan kelebihan pembelajaran di kelas pada saat cycle 1 kemaren. Akhirnya P dan GB menentukan akan dipakainya reward and punishment pada cycle 2 untuk mengatasi beberapa S yang tidak serius. GB kemudian menanyakan tentang materi apa saja yang ada dalam tes dan yang akan diajarkan selanjutnya. P pun menjawab bahwa materi yang diberikan adalah masih tentang *reading descriptive text*. dan kendala apa saja yang terjadi dalam proses belajar mengajar reading tersebut. Kemudian cycle 2 ditentukan akan dimulai dari tanggal hari Selasa 3 September 2013 sampai Selasa 10 September 2013. Sedangkan post-test akan dilaksanakan pada hari Selasa tanggal 10 September 2013. Setelah semua data yang diperlukan P terkumpul, kemudian P pamit kepada GB. P keluar dari sekolah tersebut pada pukul 09.50.

FIELD NOTE XII

(Ruang Kelas VIIIB. Selasa, 3 September 2013)

Hari ini adalah pertemuan ke-4 P melakukan penelitian di sekolah. P tiba di sekolah pada pukul 08.05. P menunggu di ruang tamu karena GB masih mengajar. Setelah bel pergantian jam pelajaran berbunyi, P langsung menemui GB di ruang guru. P dan GB kemudian menuju kelas VIIIB. Melihat P dan GB datang, para S kelas VIIIB masuk kelas dan langsung mengambil tempat duduk. GB lalu mengambil tempat duduk di kursi paling belakang. P kemudian membuka pelajaran dengan menyapa para S dalam Bahasa Inggris “*Good morning everybody*”. Para S menjawab “*Good morning*”. P bertanya kabar para S “*How are you today?*”. Beberapa S menjawab “*I’m fine, thank you. And you?*”. P pun menjawab “*I’m fine too, thank you*”. P memeriksa presensi S dengan bertanya “Adakah yang tidak masuk hari ini?”. Para S menjawab “Wahyu, Miss.” Kemudian P bertanya “Wahyu kemana?”. “Ada acara keluarga Miss” jawab seorang S. Setelah itu, P bertanya lagi “*Are you ready today?*”. Para S menjawab “*Yes*” sambil tersenyum. P menjelaskan terlebih dahulu kepada para S bahwa kali ini akan diterapkan *reward and punishment*. Kelompok yang terlihat serius berdiskusi dengan kelompoknya sendiri akan mendapat *reward* dari P. Sedangkan kelompok yang tidak serius dan banyak bercanda akan mendapatkan *punishment* dari P.

“*Do you remember what we have learned in the previous meeting?* Masih ingat tidak apa yang kita pelajari kemaren?” tanya P mengawali pelajaran. “*Descriptive text, Miss!*” jawab para S hampir bersama-sama. “Jadi hari ini kita masih akan belajar tentang *descriptive text*, tapi dengan lanjutan materi dari sebelumnya dan dengan cara yang sedikit berbeda. *Have you ever been to Baron Beach?* Kalian pernah ke Pantai Baron?” Semua S menjawab “Pernah!”. Kemudian P bertanya lagi “*Where is it?*”. Beberapa S menjawab “Tanjungsari.” “*Okey, good. How does Baron Beach look like?* Seperti apa bentuknya?” Para S terlihat sedikit kebingungan dengan pertanyaan P. kemudian seorang S menjawab “Ada sungainya Miss”. “*Okey. There is a river in the right side of the beach. Ada lagi?*” “Dikelilingi batu karang” Jawab seorang S lain. “*In English please.*” Perintah P kepada S tersebut. “Mm dikelilingi itu apa Miss?” tanya S tersebut. “*Surrounding.*” Jawab P. “*Mm .. Surrounding stones.*” Jawab S dengan tersenyum. Kemudian P membenarkan “*Surrounding by long and hard coral.* Jadi dikelilingi oleh karang yang panjang dan keras. Jadi itu semua deskripsi dari Pantai Baron. *Now, I will give you a paper. Please read it carefully.*” P memberikan perintah kepada S untuk membaca materi sambil membagikannya. Kemudian P menjelaskan tentang materi yaitu *related words, topic of the text, the main idea of the paragraph* dan *looking for specific information*. Setelah selesai menjelaskan materi, P bertanya pada para S “*Is there any question?*” Beberapa S menjawab “No”, sebagian lagi diam. Kemudian P meminta S untuk duduk dengan kelompoknya masing-masing. Lalu P membagikan amplop yang didalamnya berisi tujuh *activity*. *Activity 1* S harus mencari kata-kata yang berkaitan dengan gambar. Gambar yang disediakan adalah Candi Borobudur. Para S harus memilih kata atau frase yang sesuai dengan gambar kemudian menempelkannya di tempat yang sudah disediakan di sekeliling gambar. Para S

bekerja dengan pasangan terlebih dahulu, baru kemudian mendiskusikannya dengan seluruh kelompok. Para S diberikan waktu 5 menit untuk berdiskusi secara berpasangan, sedangkan untuk berdiskusi secara berkelompok para S diberikan waktu 3 menit. Setelah para S berdiskusi, P bertanya “Have you finish?”. Hampir semua S menjawab “Yes”. Lalu S dan P mendiskusikan jawaban-jawaban dari para S bersama-sama. P meminta satu kelompok untuk mempresentasikan hasil diskusi kelompoknya. Kemudian kelompok 3 mengangkat tangan. Salah satu anggota kelompok 3 membacakan salah satu jawaban. Satu per satu kelompok membacakan hasil diskusinya.

S beralih ke activity 2. P memberikan sebuah teks deskriptif. P meminta seorang S membaca teks tersebut. Seorang S yang bernama Thika mengangkat tangan kemudian membaca teks tersebut dengan keras. Semua S terlihat memperhatikan. Setelah Thika membaca teks tersebut, P meminta para S menjawab pertanyaan-pertanyaan yang ada tentang teks. S diminta bekerja berpasangan selama 10 menit kemudian berdiskusi dengan kelompok selama 5 menit. Pada saat mengerjakan, terlihat banyak S yang tengok kanan kiri. Dari mereka tidak hanya berdiskusi dengan pasangan tapi juga pasangan lain. Ada juga yang bertanya kepada P tentang arti dari beberapa kata. Keadaan kelas menjadi gaduh dan tidak terkendali. Kemudian P mengumumkan bahwa pada pertemuan selanjutnya setiap S atau paling tidak setiap pasangan harus memegang 1 kamus. Kalau tidak punya, boleh pinjam dari kelas lain. Banyak S yang meminta hari itu juga mereka akan meminjam kamus, tapi P belum memperbolehkan karena akan mengganggu. Beberapa menit kemudian kelompok 3 berteriak kalau sudah selesai, diikuti oleh kelompok 2 dan 5. Kelompok yang lain masih mengerjakan. Setelah dirasa waktu sudah cukup, P bertanya kelompok mana yang akan menjawab kelima pertanyaan. Beberapa kelompok mengangkat tangan. P menunjuk satu per satu perwakilan kelompok sampai semua pertanyaan selesai didiskusikan. Setelah itu, P mengumumkan bahwa kelompok yang berhak mendapatkan reward adalah kelompok 3 yaitu setiap anak mendapatkan pulpen. Sedangkan untuk kelompok 8 mendapatkan hukuman yaitu diminta mencari 4 teks deskriptif dari internet dan mengidentifikasi *grammatical structure*, *language features* dan *topic* dari teks tersebut. Kelompok yang mendapatkan hukuman tampak kecewa, sedangkan yang mendapatkan hadiah tampak senang. Tidak lama kemudian bel tanda pelajaran telah usai berbunyi. P mengingatkan kembali kepada para S untuk membawa kamus pada pertemuan berikutnya. Kemudian P mengucapkan salam dan meninggalkan kelas bersama GB. P langsung pamit kepada GB karena GB harus masuk kelas lagi.

FIELD NOTE XIII

(Ruang Kelas VIIIB. Rabu, 4 September 2013)

Hari ini adalah hari ke-5 P melakukan penelitian di sekolah. P tiba di sekolah pada pukul 11.20. P langsung menuju ke ruang guru karena pada waktu itu GB dan S sedang istirahat. P dan GB berbincang sebentar tentang pertemuan sebelumnya. Setelah bel pergantian jam pelajaran berbunyi, P dan GB langsung menuju ruang kelas VIIIB. Melihat P dan GB datang, para S kelas VIIIB masuk kelas dan langsung mengambil tempat duduk. GB lalu mengambil tempat duduk di kursi paling belakang seperti biasa. P kemudian membuka pelajaran dengan menyapa para S dalam Bahasa Inggris *"Good morning everybody"*. Para S menjawab *"Good morning"*. P bertanya kabar para S *"How are you today?"*. Para S menjawab *"I'm fine, thank you. And you?"*. P pun menjawab *"I'm fine too, thank you"*. P memeriksa presensi S dengan bertanya *"Who's absent today? Adakah yang tidak masuk hari ini?"*. S menjawab *"Eka, Miss. Ijin ada keperluan keluarga katanya."* Setelah itu, P bertanya lagi *"Are you ready today?"*. Para S menjawab *"Yes"* sambil tersenyum. *"Apakah setiap orang sudah membawa kamus?"* tanya P lagi. *"Yes."* Jawab para S serentak. *"O iya, kemarin kelompok mana saja yang mendapat hukuman? Tolong tugasnya dikumpulkan di meja depan kelas. Hari ini kita masih menggunakan *reward and punishment* ya"*.

P menanyakan pelajaran pada pertemuan sebelumnya. Beberapa S menjawab dengan antusias. Kemudian P meminta S untuk mengeluarkan materi yang telah dibagikan pada pertemuan sebelumnya. P meminta para S untuk membaca sebentar materi tersebut. Kemudian P menjelaskan materi kepada para S. Setelah selesai menjelaskan materi, P bertanya pada para S *"Is there any question?"* Semua S menjawab *"No"*. kemudian P meminta para S untuk duduk bersama kelompok masing-masing. P kemudian membagikan amplop kepada setiap kelompok. P menjelaskan bahwa pada hari itu asih akan menggunakan teks yang dipakai pertemuan sebelumnya. Yang pertama para S harus mengerjakan activity 3 yaitu S harus melingkari nomor dari 5 pernyataan yang tersedia yang tidak sesuai dengan isi teks. kemudian S harus menulis koreksinya pada tempat yang disediakan. Pernyataan pertama sebagai contoh. Pada activity ini S masih berdiskusi dengan berpasangan terlebih dahulu baru kemudian berkelompok. Waktu diskusi berpasangan adalah 10 menit dan berkelompok adalah 5 menit. Ini berlaku juga untuk activity 4 dan 5. Untuk activity 4, para S harus melengkapi definisi penjelasan dari kata-kata yang digaris bawah pada pernyataan-pernyataan berdasarkan teks. Para S dapat mencari jawabanya pada kotak yang disediakan. Kemudian untuk activity 5, para S harus mengisi nomor-nomor dalam teks dengan kata-kata yang cocok dari kotak yang disediakan agar menjadi sebuah cerita yang baik. Para S bisa merubah bentuk dari kata-kata tersebut kalau dibutuhkan. Waktu yang diberikan untuk mengerjakan bersama pasangan adalah 15 menit. Setelah itu diskusi kelompok diberi waktu 10 menit. Para S tampak lebih serius dalam berdiskusi. Tidak ada lagi yang bertanya pada pasangan dan kelompok lain karena setiap pasangan sudah dibatasi waktunya. Semua sibuk dengan diskusi masing-masing agar selesai tepat waktu. Setelah waktu yang ditentukan habis, kemudian P dan para S mendiskusikan jawaban dari ketiga activity tersebut. Semua S tampak antusias. Tidak berapa lama bel berbunyi. Kelompok 5 yang mendapatkan

reward pada hari itu. Sedangkan tidak ada yang mendapatkan punishment karena semua kelompok tertib. P meminta semua pekerjaan dimasukkan ke amplop masing-masing lalu dikumpulkan ke depan. P meminta ketua kelas untuk menyiapkan dan memimpin do'a. P mengucapkan salam. Kemudian S keluar kelas sambil bersalaman dengan P dan GB. Kemudian P berpamitan kepada GB.

FIELD NOTE XIV

(Ruang Kelas VIIIB. Selasa, 10 September 2013)

Hari ini adalah hari terakhir P melakukan penelitian di sekolah. P tiba di sekolah pada pukul 08.05. P menunggu di ruang tamu karena GB masih mengajar. Setelah bel pergantian jam pelajaran berbunyi, P langsung menemui GB di ruang guru. P dan GB kemudian menuju kelas VIIIB. Melihat P dan GB datang, para S kelas VIIIB masuk kelas dan langsung mengambil tempat duduk. GB lalu mengambil tempat duduk di kursi paling belakang. P kemudian membuka pelajaran dengan menyapa para S dalam Bahasa Inggris "*Good morning everybody*". Para S menjawab "*Good morning*". P bertanya kabar para S "*How are you today?*". Beberapa S menjawab "*I'm fine, thank you. And you?*". P pun menjawab "*I'm fine too, thank you*". P memeriksa presensi S dengan bertanya "*Who's absent today?*". S menjawab "Nihil, Miss." Setelah itu, P bertanya lagi "*Are you ready today?*". Para S menjawab "*Yes*" sambil tersenyum.

P menanyakan pelajaran pada pertemuan sebelumnya. Beberapa S menjawab dengan antusias. Kemudian P meminta S untuk mengeluarkan materi yang telah dibagikan pada pertemuan sebelumnya. Kemudian P menjelaskan lagi materi kepada para S. Setelah selesai menjelaskan materi, P bertanya pada para S "*Is there any question?*" Semua S menjawab "*No*". kemudian P meminta para S untuk duduk bersama kelompok masing-masing. P kemudian membagikan amplop kepada setiap kelompok. P menjelaskan bahwa pada hari itu akan menggunakan teks yang berbeda dari pertemuan sebelumnya. Yang pertama para S harus mengerjakan activity 6 yaitu S harus mencari kata-kata yang sama dengan kata-kata yang disediakan di dalam teks. Ini berlaku juga untuk activity 7. Untuk activity 7, para S harus menuliskan T (true) jika pernyataan tersebut benar atau F (false) jika pernyataan tersebut salah berdasarkan teks. kemudian para S harus menuliskan kalimat yang mendukung pendapat mereka pada tempat yang tersedia. Waktu diskusi berpasangan adalah 8 menit dan diskusi kelompok adalah 5 menit untuk setiap activity. Para S tampak lebih serius dalam berdiskusi. Tidak ada lagi yang bertanya pada pasangan dan kelompok lain. Semua sibuk dengan diskusi masing-masing. Setelah waktu yang ditentukan habis, kemudian P dan para S mendiskusikan jawaban dari ketiga activity tersebut. Semua S tampak antusias. P meminta semua pekerjaan dimasukkan ke amplop masing-masing lalu dikumpulkan ke depan. Kemudian P menjelaskan kalau akan diadakan test untuk melihat hasil dari belajar S bersama P. Setelah itu mereka kembali ke tempat duduk masing-masing. Para S akan mengerjakan tes individu yang terdiri dari 33 soal pilihan ganda. Kemudian P membagikan lembar soal dan lembar jawab kepada para S dibantu oleh GB. Setelah semua S mendapat lembar soal dan

lembar jawab, GB meninggalkan kelas. P meminta S mengerjakan soal-soal tersebut dengan sungguh-sungguh. Tidak lama kemudian jam pergantian kelas berbunyi. Semua S memulai mengerjakan. Semua S mengerjakan dengan tertib. Setelah 60 menit, bel pelajaran pun berbunyi. Semua S berhenti mengerjakan dan mengumpulkan hasilnya kepada P. P meminta 3 orang S tetap berada di kelas untuk wawancara dan meminta sisanya untuk beristirahat. P mengucapkan salam. Kemudian S keluar kelas. Setelah selesai wawancara dengan S, kemudian P menemui GB di ruang guru. P bertanya kepada GB bagaimana pendapat beliau tentang pelajaran hari itu. GB meminta pada P untuk refleksi nanti saja pada jam istirahat kedua karena GB akan masuk kelas lagi. P mengiyakan kemudian P menunggu di ruang tamu sampai GB selesai mengajar. Setelah GB keluar kelas langsung menemui P di ruang tamu. GB mengajak P ke ruang guru untuk wawancara. Setelah selesai wawancara dan dirasa semua informasi sudah lengkap, P lalu berpamitan kepada GB karena GB akan masuk kelas lagi.

INTERVIEW TRANSCRIPTS

P : Peneliti
S : Siswa
GB : Guru Bahasa Inggris

Before the Implementation

Ruang kelas VIIIB (Selasa, 23 Juli 2013. Pukul 09.20 – 09.55)

Interview 1

P : Hello. *What's your name?*
S : Wahyu Fajar, *Mbak*.
P : Ok, Wahyu suka pelajaran Bahasa Inggris?
S : Sedikit.
P : Kenapa?
S : Sulit, *Miss*.
P : Bagian apa yang sulit?
S : Di kata-katanya. *Nggak* tahu artinya.
P : Bagaimana kalau membaca teks Bahasa Inggris?
S : *Nggak* suka, *Miss*. Banyak yang *nggak* tahu arti kata-katanya.
P : Jadi masalahnya *nggak* tahu artinya ya? Terus, untuk mengatasi masalah itu apa yang Wahyu lakukan?
S : Tanya teman yang bawa kamus. (Sambil tersenyum.)
P : Biasanya Bu Anna *ngajar* pakai Bahasa Inggris terus?
S : *Enggak*, *Mbak*. Pakai Bahasa Indonesia juga. Banyak Bahasa Indonesianya.
P : Materi apa yang sering digunakan Bu Anna?
S : Biasanya dari buku paket *sama* LKS. Pinjam dari perpustakaan. Kalau LKS *nya* beli.
P : Kalau kegiatan belajar mengajarnya bagaimana?
S : Yaa.. mengerjakan soal dari LKS itu.
P : Sendiri- sendiri atau berkelompok?
S : Biasanya sendiri-sendiri, kadang-kadang juga berdua sama teman sebangku.
P : Ok, *segitu* dulu ya. Terima kasih.
S : Boleh istirahat, *Miss*?
P : Boleh-boleh.

Interview 2

P : *Hi. What's your name?*
S : Edi Susanto, *Miss*.
P : Ok, Edi suka pelajaran Bahasa Inggris?
S : *Enggak* suka.
P : Kenapa?
S : Susah, *Miss*.
P : Bagian apa yang susah?
S : Susah memilih kata. Pas mau ngomong *tu lho*, *Miss*.
P : Bagaimana kalau membaca teks Bahasa Inggris?

- S : *Nggak* suka juga. Bacaanya susah.
P : Jadi masalahnya susah bacaanya ya? Terus, untuk mengatasi masalah itu apa yang Edi lakukan?
S : Tanya teman-teman.
P : Kalau dijelaskan Bu Anna paham *nggak*?
S : Sedikit kalau pas pakai Bahasa Indonesia.
P : Biasanya Bu Anna pakai materi darimana?
S : Buku paket sama LKS.
P : Kalau kegiatan belajar mengajarnya bagaimana?
S : Kebanyakan mengerjakan soal yang di LKS.
P : Mengerjakannya berkelompok tidak?
S : *Enggak*. Ngerjain sendiri, pernah sama teman sebangku.
P : Ok, itu dulu ya. *Thank you* Edi. Silahkan beristirahat.

Interview 3

- P : *Hi*. Namanya siapa?
S : Anik Yusianita.
P : Anik suka pelajaran Bahasa Inggris *nggak*?
S : Lumayan.
P : Kenapa?
S : Sulit, *Miss*.
P : Bagian apa yang sulit?
S : Cara bacanya yang sulit. Susah paham sama soalnya.
P : Jadi masalahnya cara baca dan memahami soalnya ya? Terus, untuk mengatasi masalah itu apa yang Anik lakukan?
S : Tanya teman teman sebangku.
P : Biasanya Bu Anna pakai materi darimana?
S : Buku paket sama LKS.
P : Kalau kegiatan belajar mengajarnya bagaimana?
S : Disuruh praktek membaca dan kadang-kadang didikte per kata.
P : Berarti sendiri-sendiri ya?
S : Iya.
P : Ok, itu dulu ya. kamu boleh istirahat. *Thanks*.

Interview 4

- P : *What's your name?*
S : *My name is* Isnanto.
P : Ok, Isnanto suka pelajaran Bahasa Inggris?
S : Suka, lumayan.
P : Susah *nggak* belajar bahasa Inggris?
S : Sedikit, *Miss*.
P : Bagian apa yang susah?
S : Mm artinya, trus cara bacanya sama cara menulis.
P : Bagaimana kalau membaca teks Bahasa Inggris?
S : Ya itu *Miss*, artinya banyak yang *nggak* tau.
P : Jadi masalahnya tidak tahu artinya ya? Terus, untuk mengatasi masalah

- itu apa yang Edi lakukan?
- S : Ya tanya. Bisa sama teman atau bu guru. Kadang-kadang cari sendiri di internet sama kamus.
- P : Bu Anna biasanya mengajar pakai bahasa apa?
- S : Pakai Bahasa Inggris sama Bahasa Indonesia.
- P : Biasanya Bu Anna pakai materi darimana?
- S : Buku paket sama LKS.
- P : Kalau kegiatan belajar mengajarnya bagaimana?
- S : Mengerjakan soal yang di LKS.
- P : Mengerjakannya berkelompok tidak?
- S : *Enggak*. Mengerjakan sendiri, belum pernah berkelompok.
- P : Ok, itu dulu ya. *Thank you* Isnanto. Kamu boleh istirahat.

Interview 5

- P : *Hi. What's your name?*
- S : Devi Marsellina.
- P : Devi suka pelajaran Bahasa Inggris?
- S : Sedikit suka.
- P : Kenapa?
- S : Susah, *Miss*.
- P : Bagian apa yang susah?
- S : Ucapan sama tulisannya sering beda.
- P : Bagaimana kalau membaca teks Bahasa Inggris?
- S : Enggak suka. Bacaanya susah dipahami.
- P : Jadi masalahnya susah memahami bacaanya ya? Terus, untuk mengatasi masalah itu apa yang Devi lakukan?
- S : Banyak buku pelajaran sama tanya teman.
- P : Kalau dijelaskan Bu Anna paham *nggak*?
- S : Sedikit.
- P : Biasanya Bu Anna pakai materi darimana?
- S : Buku paket sama LKS.
- P : Kalau kegiatan belajar mengajarnya bagaimana?
- S : Kebanyakan mengerjakan soal yang di LKS. Kalau menemukan kata yang sulit, disuruh maju ke depan nulis di papan tulis.
- P : Mengerjakannya berkelompok tidak?
- S : Belum pernah. *Ngerjain* sendiri atau sama teman sebangku.
- P : Ok, itu dulu ya. *Thanks* Devi. Silahkan beristirahat.

Ruang Tamu Sekolah (Kamis, 25 Juli 2013. Pukul 09.21 – 10.10)

Interview 6

- P : Selamat pagi, Bu Anna.
- GB : Pagi, Mbak. Bagaimana?
- P : Saya ingin mewawancarai Ibu tentang pembelajaran bahasa Inggris di kelas.
- GB : Oh..ya. Kita ngobrol di sini saja ya?
- P : Baik, Bu. Begini Bu, saya mau tanya tentang bagaimana proses belajar

- mengajar di kelas VIII?
- GB : Sebenarnya di sekolah itu disediakan LCD *mbak* tapi karena jumlahnya sedikit jadi sering tidak kebagian. Sekali-sekali saja pakai LCD nya. Kalau anak-anak cara belajarnya berkelompok, tapi lebih banyak belajar mandiri. Sebisa mungkin selalu saya kasih PR biar mereka belajar di rumah. Kalau untuk praktek biasanya *speaking* sama *listening*. Kalau *speaking* cukup di kelas. Biasanya mempraktekan percakapan ataupun sendiri. Praktek *listening* dilaksanakan di kelas juga. Kalau *reading* biasanya anak-anak saya minta membaca nyaring bacaan yang ada.
- P : Bagaimana dengan kemampuan siswa itu sendiri Bu?
- GB : Kemampuan siswa kelas VIII itu rata-rata ya *Mbak*. Ada yang menonjol sekali, yang cemerlang gitu. Tapi cuma beberapa siswa saja. Mungkin ini juga karena dipengaruhi sama faktor ekonomi orang tua yang menengah ke bawah. Kalau di sekolah ini banyak anak-anak yang dari desa.
- P : Kalau masalah yang Ibu hadapi di kelas apa?
- GB : Banyak ya *Mbak*. Mungkin yang paling utama dari siswa itu sendiri. Mereka sepertinya kurang percaya diri. Jarang sekali yang mau dengan sukarela maju ke depan ketika saya minta praktek. Keaktifan dalam berdiskusi juga kurang. Kalau ada sesi tanya jawab, sering sekali nggak berjalan. Kayaknya pemahaman siswa terhadap instruksi itu kurang. Jadi harus menggunakan bahasa Indonesia juga untuk menjelaskan. Mereka lebih banyak diam. Seperti kurang ada motivasi untuk belajar Bahasa Inggris. Kalau dari fasilitas ya karena belum ada lab bahasa di sekolah ini.
- P : Jenis materi apa yang Ibu pakai di kelas?
- GB : Kalau materi saya mengacu pada SK dan KD. Buku-buku yang saya pakai ada *Let's Talk*, buku-buku terbitan Erlangga sama LKS. Semuanya disediakan sekolah.
- P : Kalau kemampuan *reading* kelas VIII bagaimana Bu?
- GB : Kemampuannya sedang-sedang saja *Mbak*.
- P : Menurut Ibu, kenapa anak-anak itu kesulitan belajar *reading*?
- GB : Mungkin karena pelajaran *reading* itu kurang menarik buat mereka. Jadi sedikit sekali siswa yang termotivasi.
- P : Ada masalah *nggak* Bu dalam proses belajar mengajar *reading*?
- GB : Ya ada lah *Mbak*. Masalahnya tu dalam pemahaman kosakata. Banyak dari siswa yang mengandalkan temanya. Saat mendapat kesulitan, mereka menunggu teman yang pintar lalu meniru pekerjaan mereka. Jadi banyak yang tidak percaya diri dengan pekerjaan mereka sendiri. Karena di sekolah ini kamus Inggris-Indonesia hanya 2, siswa harus membawa sendiri. Kalau yang tidak membawa biasanya saya suruh tanya saya. Penguasaan grammar juga kurang. Kalau sekarang *kan* pengajaran grammar harus kontekstual ya, jadi tidak boleh hanya mengajarka grammar saja.
- P : Banyak yang bawa kamus ke sekolah tidak Bu?

- GB : *Enggak Mbak*. Hanya sedikit yang bawa kamus. Yang punya mungkin juga cuma sedikit. Saya juga jarang sekali menyuruh siswa membuka kamus.
- P : Bagaimana cara *Jenengan* meningkatkan motivasi siswa dalam *reading*?
- GB : Biasanya yang aktif saya kasih *reward* berupa tambahan nilai atau skor. Trus yang sering menertawakan temannya saya beri pemahaman kalau perbuatannya itu tidak boleh dilakukan.
- P : Apakah *Jenengan* tahu tentang *Think-Pair-Share technique*?
- GB : *Enggak* tahu *Mbak*, apa itu?
- P : *Think-Pair-Share technique* itu salah satu dari *cooperative strategy*. Jadi nanti siswa dikelompokan. Setiap kelompok terdiri dari beberapa pasang siswa. Biasanya 2 pasang. Jadi dalam 1 kelompok ada 4 siswa. Pertama, siswa diminta berpikir secara individu, kemudian pemikirannya didiskusikan dengan pasangan. Setelah itu baru hasilnya didiskusikan dengan seluruh anggota kelompok Bu. Kemudian hasilnya dipresentasikan di depan kelas untuk dibahas bersama kelompok lain dan guru.
- GB : Oo, saya belum pernah pakai. Jadi nanti *Jenengan* mau pakai itu untuk penelitian?
- P : Iya Bu.

After the Implementation

Ruang Tamu Sekolah (Kamis, 29 Agustus 2013. pukul 08.05 – 09.00)

Interview 7

- P : Selamat pagi, Bu Anna.
- GB : Pagi, Mbak. Mau *interview* ya?
- P : Iya Bu. Mau tanya-tanya tentang 3 pertemuan yang lalu.
- GB : Oh..ya. Kita ngobrol di sini saja ya?
- P : Baik, Bu.
- GB : Bagaimana pendapat Ibu tentang teknik yang sudah saya terapkan?
- GB : Ya tadi kan mengajarnya menggunakan teknik kerja kelompok, menurut saya sudah cukup menarik ya *Mbak*. Banyak siswa yang kelihatanya antusias. Meskipun ada beberapa anak yang masih banyak bercanda. Kalau anak-anak yang kecewa dengan anggota kelompoknya itu nggak apa-apa *Mbak*. Nanti juga mereka terbiasa sendiri dengan kelompoknya.
- P : Antusiasnya bagaimana Bu?
- GB : Banyak dari mereka yang kelihatan serius saat berdiskusi dengan teman-temannya. Sudah banyak juga kan yang berani mengemukakan pendapatnya saat berdiskusi dengan *jenengan*?
- P : Iya Bu. Lalu untuk siswa yang banyak bercanda bagaimana sebaiknya cara mengatasinya ya Bu? Itu kan yang menyebabkan mereka lama sekali berdiskusi. Waktunya menjadi tidak efektif.

- GB : Mm.. Kalau saya biasanya menerapkan *rewards and punishments*. Dicoba aja Mbak. Itu lumayan efektif kok. Bisa juga dibatasi waktu diskusinya. Jadi biar mereka bisa berdiskusi dengan serius, tidak menghabiskan banyak waktu.
- P : O ya Bu. Coba besok untuk *cycle 2* akan saya terapkan. Bagaimana dengan materi *cycle 1*, apa sudah sesuai dengan SK-KD Bu?
- GB : Materinya menurut Saya sudah sesuai.
- P : Kalau penerapan *Think-Pair-Share technique* itu menarik dan memotivasi siswa?
- GB : Ya mungkin karena masih baru ya Mbak, jadi mungkin masih ada yang bingung... atau bagaimana ya... namanya juga anak-anak. Kemaren kalau saya perhatikan ya Mbak, banyak yang aktif berdiskusi, khususnya siswa putri, sedangkan siswa putra kurang aktif, malah cenderung ramai sendiri. Jadi bisa dikatakan menarik dan memotivasi siswa tapi belum maksimal.
- P : Kalau menurut Ibu, apa siswa bisa memahami materi dengan jelas dan mudah?
- GB : Sepertinya masih ada yang sedikit belum jelas. Jadi mungkin kalau berdiskusi seperti kemaren itu suara *Jenengan* harus lebih keras. Biar anak-anak bisa mendengar. Karena suara *Jenengan* bisa kalah sama suara anak-anak yang ramai berdiskusi.
- P : Kalau kemampuan *reading*nya apakah meningkat dengan penerapan aktifitas-aktifitas Bu?
- GB : Iya Mbak. Itu kelihatan dari hasil diskusi *Jenengan* sama anak-anak. Mereka terlihat aktif saat membahas jawaban. Hampir semua jawaban yang mereka berikan benar kan? Anak-anak juga tidak ada yang malu ketika di suruh maju ke depan dan presentasi.
- P : Kalau begitu itu dulu Bu. Jadi karena masih ada beberapa kekurangan, nanti akan diterapkan *cycle 2*. Bagaimana Bu?
- GB : O ya Mbak. Jadi hari Selasa minggu depan ya Mbak mulai *cycle 2* nya.

Ruang kelas VIIB pukul 09.00 – 09.15.

Interview 8

- P : Halo, Wahid Sangaji ya?
- S : Iya, Miss. (Sambil tersenyum.)
- P : Bagaimana pendapatmu belajar dengan Miss Nur?
- S : Menyenangkan Miss. Bisa mengerjakan dengan teman, diskusi.
- P : Jadi Wahid menikmati pelajarannya?
- S : Iya. Tapi ada yang tidak.
- P : Menurut Wahid, penggunaan *Think-Pair-Share technique* menarik dan bisa memotivasi *nggak*?
- S : Iya. (Sambil mengangguk).
- P : Kalau materi yang Miss Nur berikan paham *nggak*?
- S : Ada yang paham, ada juga yang *nggak* paham.
- P : Bagian mana yang *nggak* paham?

- S : Yang itu, identifikasi *language features*.
 P : Ok. Kalau menurut Wahid, aktifitas-aktifitas yang kemarin kita gunakan itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
 S : Iya. Bisa lebih paham daripada membaca sendiri.
 P : Ok. Segitu dulu saja ya. Makasih.
 S : Sama-sama *Miss*. Boleh istirahat?
 P : O iya.

Interview 9

- P : Halo. Siapa namanya?
 S : Ramadan Nur Hidayah.
 P : Panggilnya siapa ini?
 S : Rama aja *Miss*.
 P : Ok. Bagaimana pendapatmu belajar dengan *Miss* Nur selama ini?
 S : Menyenangkan *Miss*. Menambah ilmu. Bisa saling berkomunikasi dengan teman, diskusi.
 P : Apa Rama menikmati pelajarannya?
 S : Iya, menikmati diskusinya.
 P : Menurut Rama, penggunaan *Think-Pair-Share technique* menarik dan bisa memotivasi *nggak*?
 S : Apa itu *Miss*?
 P : Itu lho diskusi kelompok di kelas.
 S : Oo.. Iya. (Sambil mengangguk).
 Membuat semangat belajar Bahasa Inggris. Ada teman buat ditanyanya.
 P : Kalau materi yang *Miss* Nur berikan paham *nggak*?
 S : Sedikit bingung. Kurang keras suara gurunya. Kalah sama suara teman-teman yang ramai.
 P : Bagian mana yang *nggak* paham?
 S : Sedikit bingung pas memahami perintah. Pakai Bahasa Inggris soalnya *Miss*.
 P : Ok. Kalau menurut Rama, aktifitas-aktifitas yang kita pakai itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
 S : Iya karena dibahas bersama-sama.
 P : Kemarin waktu mengerjakan soal individu bisa gak?
 S : Bisa *Miss*. Semuanya selesai kok.
 P : Ok. Segitu dulu saja ya. Makasih.
 S : Sama-sama *Miss*.

Interview 10

- P : Halo, what's your name?
 S : Indah.
 P : Ok. Bagaimana pendapatmu belajar dengan *Miss* Nur selama ini?
 S : Asik. Kadang mengerjakan, kadang menjelaskan. Sebelum

- mengerjakan dijelaskan dulu. Terus dilanjutkan dengan belajar kelompok.
- P : Apa Indah menikmati pelajarannya?
- S : Menikmati. Bisa kerjasama, bisa tanya teman-teman kalau tidak bisa.
- P : Menurut Indah, penggunaan *Think-Pair-Share technique* menarik dan bisa memotivasi *nggak*?
- S : Iya. Jadi tambah suka pelajaran Bahasa Inggris.
- P : Kalau materi yang Miss Nur berikan paham *nggak*?
- S : Bisa dipahami kok Miss.
- P : Ok. Kalau menurut Indah, aktifitas-aktifitas yang kita pakai itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
- S : Sedikit-sedikit bisa karena kelompok jadi bisa diskusi. Jadi bisa lebih paham kalau ada bacaan.
- P : Kalau soal *pre-test* dan *post-test*nya bagaimana?
- S : Susah Miss. Mengerjakannya harus pakai kamus. Boleh *nggak* Miss? (Sambil tertawa)
- P : Ya *nggak* boleh. Tapi tadi selesai semua?
- S : Iya, selesai semua ngerjainya.
- P : Ok. Segitu dulu ya. Makasih, Indah.
- S : Sama-sama Miss.

Selasa, 10 September 2013. Ruang kelas VIIIB pukul 09.00 – 09.15.

Interview 11

- P : Halo, Siapa namanya?
- S : Eka Ayu, Miss.
- P : Bagaimana pendapatmu belajar dengan Miss Nur?
- S : Menyenangkan Miss. Bisa mengerjakan dengan teman, diskusi.
- P : Jadi Eka menikmati pelajarannya?
- S : Iya. Apalagi kalau pertama selesai mengerjakan di beri hadiah. (Sambil tersenyum.)
- P : Menurut Eka, penggunaan *Think-Pair-Share technique* menarik dan bisa memotivasi *nggak*?
- S : Bisa. (Sambil mengangguk).
- P : Kalau materi yang saya sampaikan paham *nggak*?
- S : Paham..
- P : Ok. Kalau menurut Eka, aktifitas-aktifitas berkelompok itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
- S : Iya. Bisa lebih paham daripada membaca sendiri.
- P : Ok. Segitu dulu saja ya. Makasih.

Interview 12

- P : Halo, Siapa namanya?
- S : Fathika.
- P : Panggilnya siapa?
- S : Tika aja Miss.

- P : Ok. Bagaimana pendapatmu belajar dengan Saya selama ini?
- S : Menyenangkan *Miss*. Bisa berkomunikasi dengan teman, diskusi bertukar pendapat. Jadi lebih percaya diri sama jawaban.
- P : Apa Tika menikmati pelajarannya?
- S : Iya, menikmati diskusinya.
- P : Menurut Tika, penerapan *Think-Pair-Share technique* menarik dan bisa memotivasi *nggak*?
- S : Bisa *Miss*. Membuat semangat belajar Bahasa Inggris.
- P : Kalau materi yang Saya sampaikan paham *nggak*?
- S : Paham. Suaranya sudah jelas, jadi paham.
- P : Ok. Kalau menurut Tika, aktifitas-aktifitas yang kita pakai itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
- S : Bisa karena dibahas jadi tahu artidari kata-kata yang sulit..
- P : Ok. Segitu dulu saja ya. Makasih.
- S : Sama-sama *Miss*. Boleh istirahat?
- P : Boleh.

Interview 13

- P : Halo, *what's your name*?
- S : Rio.
- P : Ok, Rio. Bagaimana pendapatmu belajar dengan *Miss Nur* selama ini?
- S : Suka *Miss*. Bisa belajar kelompok. Tapi aku kena hukuman.
- P : Tahu tidak kenapa di hukum?
- S : Iya. Gara-gara ngobrol sama teman, pekerjaanya tidak selesai tepat waktu.
- P : Kalau begitu, besok-besok lagi jangan diulangi kesalahannya ya.
- S : Iya *Miss*.
- P : Nah menurut kamu, penggunaan *Think-Pair-Share technique* menarik dan bisa memotivasi *nggak*?
- S : Iya.
- P : Kalau materi yang *Miss Nur* berikan paham *nggak*?
- S : Paham..
- P : Ok. Kalau menurut kamu, aktifitas-aktifitas yang kita pakai itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
- S : Bisa.
- P : Segitu dulu ya. Makasih.
- S : Iya *Miss*.

Ruang tamu. Pukul 11.15 – 12.00

Interview 14

- P : Maaf Bu, bisa minta waktunya sebentar?
- GB : Ya, *Mbak* silahkan.
- P : Terima kasih Bu. Mau tanya-tanya tentang *cycle 2*.
- GB : Oh..ya. Kita ngobrol di ruang tamu saja ya?
- P : Baik, Bu.
Bagaimana pendapat Ibu tentang *cycle 2* ini?

- GB : Oh ya *Mbak*. Sejauh pengamatan saya, semakin hari secara keseluruhan kegiatan belajar mengajar Bahasa Inggris semakin baik. Anak-anak sudah bisa diarahkan diskusinya.
- P : Maksudnya bagaimana ya Bu?
- GB : Begini maksudnya, selama *Mbak* melakukan kegiatan belajar mengajar di kelas, secara umum bisa di lihat peningkatannya. Dari pengamatan yang sudah saya lakukan setiap Anda mengajar, saya merasakan bahwa hasil pengajaran yang dilakukan pada *action* kedua ini jauh lebih baik dibandingkan dengan hasil pada *action* yang pertama kemaren. Kegiatan-kegiatan yang Anda lakukan itu bisa menarik siswa untuk aktif dalam diskusi dan mengemukakan pendapat.
- P : Kalau kemampuan *reading*nya apakah meningkat dengan penerapan aktifitas-aktifitas Bu?
- GB : Saya rasa sudah cukup membantu siswa untuk meningkatkan kemampuan *reading* mereka, khususnya dengan mengaplikasikan kerja kelompok ya. Antusiasme mereka meningkat karena merasa terbantu dengan kerja kelompok. Nanti kan juga bisa dilihat dari hasil *post-test*.
- P : Kalau penerapan *Think-Pair-Share technique* itu menarik dan memotivasi siswa tidak Bu?
- GB : Iya *Mbak*. Kegiatan berkelompok membuat anak-anak lebih berani, mereka langsung berdiskusi saat menemukan kesulitan dalam mengerjakan activity-activity dan mencari kata-kata sulit di kamus yang mereka bawa. Mereka saling bertanya, sehingga mereka tidak selalu bertanya-tanya pada guru.

**Observation Sheet of Teacher's Activities in the Teaching and Learning
Process of Reading through the Think Pair Share Technique**

Day/ Date : Wednesday/August, 21st 2013 Meeting : 1
Cycle : 1 Time : 11.30-12.50

Instruction:

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No	Aspects	Yes	No	Description
1.	Opening the lesson <ul style="list-style-type: none"> Giving lead-in Stating the learning objective Motivating students 	✓ ✓ ✓		
2.	Organizing the teaching and learning process <ul style="list-style-type: none"> Presenting the materials Organizing students in groups Guiding students in groups Controlling students in groups Evaluating students' works in groups 	✓ ✓ ✓ ✓ ✓		
3.	Managing the teaching and learning process <ul style="list-style-type: none"> Managing the time Using media 	✓	✓	
4.	Closing the Lesson <ul style="list-style-type: none"> Summarizing the materials Giving feedback 	✓	✓	

**Observation Sheet of Teacher's Activities in the Teaching and Learning
Process of Reading through the Think Pair Share Technique**

Day/ Date : Tuesday/August, 27th 2013

Meeting : 2

Cycle : 1

Time : 08.20-09.55

Instruction:

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks (√) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No	Aspects	Yes	No	Description
1.	Opening the lesson <ul style="list-style-type: none"> Giving lead-in Stating the learning objective Motivating students 	✓ ✓ ✓		
2.	Organizing the teaching and learning process <ul style="list-style-type: none"> Presenting the materials Organizing students in groups Guiding students in groups Controlling students in groups Evaluating students' works in groups 	✓ ✓ ✓ ✓ ✓		
3.	Managing the teaching and learning process <ul style="list-style-type: none"> Managing the time Using media 		✓	
4.	Closing the Lesson <ul style="list-style-type: none"> Summarizing the materials Giving feedback 	✓ ✓ ✓		

**Observation Sheet of Teacher's Activities in the Teaching and Learning
Process of Reading through the Think Pair Share Technique**

Day/ Date : Wednesday/August, 28th 2013 Meeting : 3
Cycle : 1 Time : 11.30-12.50

Instruction:

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No	Aspects	Yes	No	Description
1.	Opening the lesson <ul style="list-style-type: none"> Giving lead-in Stating the learning objective Motivating students 	✓ ✓ ✓		
2.	Organizing the teaching and learning process <ul style="list-style-type: none"> Presenting the materials Organizing students in groups Guiding students in groups Controlling students in groups Evaluating students' works in groups 	✓ ✓ ✓ ✓ ✓		
3.	Managing the teaching and learning process <ul style="list-style-type: none"> Managing the time Using media 	✓ ✓		
4.	Closing the Lesson <ul style="list-style-type: none"> Summarizing the materials Giving feedback 	✓ ✓		

**Observation Sheet of Teacher's Activities in the Teaching and Learning
Process of Reading through the Think Pair Share Technique**

Day/ Date : Tuesday/September, 3rd 2013 Meeting : 4
Cycle : 2 Time : 08.20-09.55

Instruction:

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No	Aspects	Yes	No	Description
1.	Opening the lesson <ul style="list-style-type: none"> Giving lead-in Stating the learning objective Motivating students 	✓ ✓ ✓		
2.	Organizing the teaching and learning process <ul style="list-style-type: none"> Presenting the materials Organizing students in groups Guiding students in groups Controlling students in groups Evaluating students' works in groups 	✓ ✓ ✓ ✓ ✓		
3.	Managing the teaching and learning process <ul style="list-style-type: none"> Managing the time Using media 	✓ ✓		
4.	Closing the Lesson <ul style="list-style-type: none"> Summarizing the materials Giving feedback 	✓ ✓		

**Observation Sheet of Teacher's Activities in the Teaching and Learning
Process of Reading through the Think Pair Share Technique**

Day/ Date : Wednesday/August, 4th 2013 Meeting : 5
Cycle : 2 Time : 11.30-12.50

Instruction:

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No	Aspects	Yes	No	Description
1.	Opening the lesson <ul style="list-style-type: none"> Giving lead-in Stating the learning objective Motivating students 	✓ ✓ ✓		
2.	Organizing the teaching and learning process <ul style="list-style-type: none"> Presenting the materials Organizing students in groups Guiding students in groups Controlling students in groups Evaluating students' works in groups 	✓ ✓ ✓ ✓ ✓		
3.	Managing the teaching and learning process <ul style="list-style-type: none"> Managing the time Using media 	✓ ✓		
4.	Closing the Lesson <ul style="list-style-type: none"> Summarizing the materials Giving feedback 	✓ ✓		

**Observation Sheet of Teacher's Activities in the Teaching and Learning
Process of Reading through the Think Pair Share Technique**

Day/ Date : Tuesday/September, 10th 2013 Meeting : 6
Cycle : 2 Time : 08.20-09.55

Instruction:

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No	Aspects	Yes	No	Description
1.	Opening the lesson <ul style="list-style-type: none"> Giving lead-in Stating the learning objective Motivating students 	✓ ✓ ✓		
2.	Organizing the teaching and learning process <ul style="list-style-type: none"> Presenting the materials Organizing students in groups Guiding students in groups Controlling students in groups Evaluating students' works in groups 	✓ ✓ ✓ ✓ ✓		
3.	Managing the teaching and learning process <ul style="list-style-type: none"> Managing the time Using media 	✓ ✓		
4.	Closing the Lesson <ul style="list-style-type: none"> Summarizing the materials Giving feedback 	✓ ✓		

Blueprint of Pre and Post Test

No	Indicator	The item number	Total
1	Finding the topic of the passage or paragraph	1, 12, 24, 36, 40	5
2	Identifying implicitly and explicitly stated main ideas of the passage or of a paragraph	2, 18, 20, 32, 41	5
3	Deducing the meaning of words as used in the passage	8, 15, 21, 34, 42	5
4	Recognizing the writer's purpose	4, 13, 27, 30, 37	5
5	Understanding reference	3, 16, 22, 31, 43	5
6	Scanning for a specifically stated detail, answering questions beginning with what, when, where, who, how many/ how much	6, 14, 25, 33, 38	5
7	Understanding for the specific information	9, 17, 26, 35, 44	5
8	Making inferences	7, 11, 23, 29, 39	5
9	Understanding the generic structure of the text (steps of rhetorical)	5, 10, 19, 28, 45	5
10	Identifying grammatical word classess and tense	46, 47, 48, 49, 50	5
Amount			50

READING COMPREHENSION TEST (TRY-OUT)

Choose the best answer by crossing (X) a, b, c or d on the answer sheet.

Read the following text to answer questions 1-9.

My Grandmother

My grandmother is a very gentle, loving and caring person. She never raises her voice at anyone. She has lived with me for as long as I can remember. She takes care of me when Mom and Dad do to work.

My grandmother is a very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has dark brown eyes that twinkle whenever she sees me. I hardly ever see them wet.

Grandmother likes to tell stories. She usually tells me brief story of her childhood and expresses them very well with her tired, old, wrinkled hands. Sometimes, she also tells story about my grandfather who was passed away. My dear grandmother always says good things about him. She once told me that he was the nicest person she had ever met. I really love my grandmother.

Adapted from: Mandiri, Practice Your English Competence

1. What is the topic of the text about?

a. My grandfather.	c. The writer's grandfather.
b. My grandmother.	d. The writer's grandmother.

2. What is the main idea of the third paragraph?

a. The nicest person was her grandfather.	c. The writer's grandfather was passed away.
b. The writer really loves her grandmother.	d. The writer's grandmother likes to tell stories.

3. "I hardly ever see them wet." (Paragraph 2). The underlined word refers to ...

a. the writer's parents	c. the grandmother's eyes
b. the grandmother's hair	d. the writer's grandparents

4. What is the purpose of the text?
 - a. To describe grandfather in general.
 - b. To describe grandmother in general.
 - c. To describe the writer's grandfather.
 - d. To describe the writer's grandmother.

5. What is the generic structure of the text above?
 - a. Title – orientation – description.
 - b. Title – introduction – description.
 - c. Title – identification – description.
 - d. Title – general classification – description.

6. What is the color of the grandmother's hair?
 - a. Grey.
 - b. Brown.
 - c. White.
 - d. Black.

7. From the text above we can conclude that
 - a. the grandfather likes to tell stories
 - b. the writer is really loves her grandmother
 - c. the writer only lives with her grandparents
 - d. the grandfather always says good things about grandmother

8. The phrase “**never raises her voice**” in the first paragraph means
 - a. grandmother loves singing
 - b. nobody in the house speaks loudly
 - c. grandmother does not get angry easily
 - d. the writer prohibits grandmother to speak loudly

9. Which statement is incorrect according to the text?

- a. Grandmother has dark brown skin.
- b. Grandmother takes care of the writer.
- c. Grandmother is a nice and cheerful person.
- d. Grandmother lives with the writer's family.

Read the following text to answer questions 10-18.

My Dog, Brownie

I have a pet. It is a female dog. I call it Brownie because of its brown fur. It is 2 years old. My parents gave it on my twelfth birthday.

Brownie is a Chinese breed. It is small, fluffy and cute. It has thick brown fur. When I cuddle it, the fur feels soft.

Brownie does not like bones. It always eats soft food like steamed rice, fish or bread. Every morning I give it milk and bread. When I am at school, Brownie plays with my mother's cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

Adapted from: <http://descriptive-text.blogspot.com/2009/06/my-dog-brownie.html>

10. The generic structure of the text above is

- a. title – orientation – description
- b. title – introduction – description
- c. title – identification – description
- d. title – general classification – description

11. From the text above we can conclude that Brownie

- a. likes cat
- b. likes bones
- c. barks loudly
- d. just eats bread

12. The topic of the text above is

- a. a dog named Brownie
- b. the writer's cat named Brownie
- c. my mother's dog named Brownie
- d. the writer's dog named Brownie

13. The purpose of the text above is
- a. to describe pet in general
 - b. to describe dog in general
 - c. to describe the writer's cat
 - d. to describe the writer's dog
14. What does Brownie have for breakfast? It has
- a. milk and fish
 - b. milk and bread
 - c. bread and fish
 - d. milk and steamed rice
15. "It always eats soft **food** like steamed rice, fish or bread." (Paragraph 3)
The underlined word has the same meaning as
- a. meal
 - b. drink
 - c. nutrient
 - d. beverage
16. "**They** get along well" (Paragraph 3).
The underlined word refers to Brownie and
- a. mother's cat
 - b. the writer's cat
 - c. the writer's dog
 - d. the writer's mother
17. Which one of the following statements is **correct**?
- a. Brownie is a female cat.
 - b. Brownie is a female dog.
 - c. Brownie is my mother's dog.
 - d. Brownie is my mother's cat.
18. What is the main idea of the second paragraph?
- a. Brownie has soft fur.
 - b. Brownie has thick brown fur.
 - c. Brownie is a Chinese breed.
 - d. Brownie is small, fluffy and cute.

Read the following text to answer questions 19-27.

My Home

My name is Peter. I live in Chicago with my parents. We live in a big home. We live there since I was born. It was fourteenth years ago.

There are three bedrooms. My bedroom is near the living room. Next to my bedroom is my parents' bedroom. It is a big bedroom. There is a bathroom inside. The next bedroom is for guest. Sometimes my family comes to stay for a night. They take a rest in that room.

The kitchen is in the back part of my house. It is not big. There are a refrigerator, gas stove, and some kitchen utensils. My kitchen is very clean. My mother always sweeps the floor everyday. There is a small backyard behind my home. In the corner of the backyard, there are a bathroom and toilet. We plant some trees around the yard. My mother also plants some vegetables.

(Adapted from:

<http://www.sekolahoke.com/2013/02/Contoh.Teks.Descriptive.Tentang.Rumah.html>)

19. What is the generic structure of the text above?
 - a. Title – orientation – description.
 - b. Title – introduction – description.
 - c. Title – identification – description.
 - d. Title – general classification – description.

20. Paragraph two talks about

a. the Peter's bedroom	c. the guests' bedroom
b. the bedrooms of the house	d. the parents' bedroom

21. “The next bedroom is for guest. “ (Paragraph 2).
The underlined word has the similar meaning as
- a. family
 - b. visitor
 - c. relative
 - d. friend
22. ”It is not big. “ (Paragraph 3). The underlined word refers to
- a. the kitchen
 - b. the backyard
 - c. the house
 - d. my house
23. Based on the text above, we can conclude that Peter
- a. has no brother or sister
 - b. sweeps the floor everyday
 - c. lives with his parents and guest
 - d. plants vegetables in his backyard
24. The text tells us about
- a. a big house
 - b. Peter’s family
 - c. Peter’s house
 - d. the rooms in a big house
25. How long have Peter’s family lived in that home? They have lived there for
- a. a day
 - b. a night
 - c. three years
 - d. fourteen years
26. How many rooms in Peter’s house? There are . . . rooms.
- a. three
 - b. six
 - c. seven
 - d. fourteen
27. What is the aim of the text above?
- a. To describe home in general.
 - b. To describe Peter in general.
 - c. To describe the Peter’s house.
 - d. To describe the Peter’s rooms.

Read the following text to answer questions 28-36.

Wayne Rooney

Wayne Rooney is a famous footballer from England. He is called Rooney. He was born on 24 October 1985 in Liverpool, England.

Rooney's body is short and little bit fat. But, he can run fast and move quickly to dribble a ball. He has short hair and white skin. His face is round.

Wayne Rooney plays for Manchester United FC. He has played in that club for 10 years. He played there after moving from Everton FC.

Rooney is a great striker. He has a powerful shot and accuracy. He often scores for his club and national team, England.

Adapted from: <http://www.sekolahoke.com/2013/01/descriptive-text-footballer-wayne-rooney.html>

28. What is the generic structure of the text above?
 - a. Title – orientation – description.
 - b. Title – introduction – description.
 - c. Title – identification – description.
 - d. Title – general classification – description.

29. From the story above, we know that Rooney. . . .

a. is tall and fat	c. is a Manchester United FC striker
b. is 28 years old	d. played in Everton FC for 10 years

30. The purpose of the story above is
 - a. to describe the writer's idol
 - b. to describe a famous footballer in general
 - c. to describe a Manchester United FC striker
 - d. to describe a footballer named Wayne Rooney

31. “He has played in that club” (Paragraph 3). The underlined phrase refers to
- a. Everton FC
 - b. Liverpool FC
 - c. Manchester United FC
 - d. England National Team
32. Which paragraphs tell us about the physical appearance of Wayne Rooney?
- a. Paragraph 1.
 - b. Paragraph 2.
 - c. Paragraph 3.
 - d. Paragraph 4.
33. What club does Rooney play for now?
- a. Everton FC.
 - b. Liverpool FC.
 - c. Manchester United FC.
 - d. England National Team.
34. “Wayne Rooney is a famous footballer from England.” (Paragraph 1)
The underlined word has the same meaning as the words below, **except**
- a. great
 - b. popular
 - c. well-known
 - d. known to very many people
35. Which of the following statement is **not** mentioned in the text?
- a. Rooney’s job.
 - b. Rooney’s family.
 - c. Rooney’s birthday.
 - d. Rooney’s physical appearance.
36. What is the topic from the story above?
- a. Wayne Rooney’s birthday.
 - b. Wayne Rooney’s football club.
 - c. A famous footballer named Wayne Rooney.
 - d. The physical appearance of Wayne Rooney.

Read the following text to answer questions 37-44.

The Borobudur Temple

Borobudur is Buddhist temple. It was built in the ninth century under Syailendra Dynasty of ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhists sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Adapted from: <http://worldofbiology-h2q.blogspot.com/2012/05/descriptive-text-place-animal-and.html>

37. The purpose of the text above is
 - a. to describe Borobudur temple
 - b. to describe a temple in general
 - c. to describe a Buddhist temple
 - d. to describe the temples at Angkor

38. When was the Borobudur built? It was built in the . . . century.
 - a. sixth
 - b. seventh
 - c. eighth
 - d. ninth

39. Based on the text above, we know that Borobudur temple is
 - a. a Buddhist temple
 - b. located in Angkor, Cambodia
 - c. well-known all over the world
 - d. influenced by the Gupta architecture of Angkor temple

40. What is the topic of the text above?
- | | |
|---------------------|-----------------------|
| a. Angkor Temple | c. Syailendra Dynasty |
| b. Borobudur Temple | d. Mataram Kingdom |
41. Paragraph two talks about . . . of Borobudur Temple.
- | | |
|-----------------|----------------------------|
| a. the visitors | c. the location |
| b. the builder | d. the physical appearance |
42. “. . . which symbolizes the structure of universe” (Paragraph 3)
The underlined word can be replaced with
- | | |
|----------|-----------|
| a. soil | c. world |
| b. earth | d. planet |
43. “Each of them is with a circle of bell shape-stupa.” (Paragraph 2)
The underlined word refers to . . . of Borobudur Temple.
- | | |
|------------------------------|------------------------------|
| a. the first five terraces | c. Buddhists sculptures |
| b. three circular on the top | d. eight steps stone terrace |
44. Which of the following statement is not mentioned in the text?
- | |
|---|
| a. The builder of Borobudur Temple. |
| b. The workers in Borobudur Temple. |
| c. The location of Borobudur Temple. |
| d. The temple which influenced Borobudur. |

45. Arrange these sentences into a good paragraph.

- 1) There is also a temple of the Mengwi Kingdom that stands in the centre of a pond.
 - 2) It is located in Mengwi, Bali.
 - 3) The Tamana Ayun Botanical Garden is quite interesting to visit.
 - 4) More than 300 species of rare plants have been planted there.
- a. 3 – 2 – 4 – 1 c. 2 – 3- 4 – 1
- b. 3 – 4 – 1 – 2 d. 3 – 2 – 1 – 4

Read the following text to answer questions 46-50.

Bandung

Bandung is one of the (46) . . . cities in Indonesia and the capital of West Java Province. It is situated in the uplands of western Java at an elevation of 715 m (2,350 ft) in a scenic region.

The city is a major industrial center which produces textiles. Cihampelas Street is one of the popular clothing store locations.

This cool temperature city (47) . . . also the center of science and education. There (48) . . . nearly 50 higher educational institutions in Bandung. Some of the best universities are Bandung Institute of Technology, University of Padjajaran, and Parahyangan Catholic University. In the north of Bandung, Bosscha Observatory is the only observatory in Indonesia. The observatory was included as a part of the department of astronomy in Bandung Institute of Technology.

Bandung is noted for its *Angklung* bamboo orchestra and (49) . . . tradition of classical Sundanese theatre, dance, and gamelan music.

Bandung, which (50) . . . long been regarded as the Paris of Java because of its vibrant cultural life, now struggles with growing traffic, pollution, and other urban problems.

Adapted from: Mandiri, Practice Your English Competence

46. a. large b. larger c. largest d. most large
47. a. is b. am c. are d. was
48. a. is b. am c. are d. was
49. a. our b. its c. it's d. their
50. a. has b. had c. have d. is having

Good Luck!

Answer Key:

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. D | 11. B | 21. B | 31. C | 41. D |
| 2. D | 12. D | 22. A | 32. B | 42. C |
| 3. C | 13. D | 23. A | 33. C | 43. B |
| 4. D | 14. B | 24. C | 34. A | 44. B |
| 5. C | 15. A | 25. D | 35. B | 45. A |
| 6. A | 16. A | 26. C | 36. C | 46. C |
| 7. B | 17. B | 27. C | 37. A | 47. A |
| 8. C | 18. C | 28. C | 38. D | 48. C |
| 9. A | 19. C | 29. C | 39. A | 49. B |
| 10. C | 20. B | 30. D | 40. B | 50. A |

Blueprint of Pre and Post Test

No	Indicator	The item number	Total
1	Finding the topic of the passage or paragraph	1, 10, 21, 33	4
2	Identifying implicitly and explicitly stated main ideas of the passage or of a paragraph	2, 16, 17, 29	4
3	Deducing the meaning of words as used in the passage	7, 13, 18, 31	4
4	Recognizing the writer's purpose	4, 11, 24, 27	3
5	Understanding reference	3, 14, 19, 28	4
6	Scanning for a specifically stated detail, answering questions beginning with what, when, where, who, how many/ how much	5, 12, 22, 30	4
7	Understanding for the specific information	8, 15, 23, 32	4
8	Making inferences	6, 9, 20, 25	4
9	Understanding the generic structure of the text (steps of rhetorical)	26, 45	2
Amount			33

READING COMPREHENSION TEST (PRE-TEST)

Choose the best answer by crossing (X) a, b, c, or d on the answer sheet.

Read the following text to answer questions 1-8.

My Grandmother

My grandmother is a very gentle, loving and caring person. She never raises her voice at anyone. She has lived with me for as long as I can remember. She takes care of me when Mom and Dad do to work.

My grandmother is a very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has dark brown eyes that twinkle whenever she sees me. I hardly ever see them wet.

Grandmother likes to tell stories. She usually tells me brief story of her childhood and expresses them very well with her tired, old, wrinkled hands. Sometimes, she also tells story about my grandfather who was passed away. My dear grandmother always says good things about him. She once told me that he was the nicest person she had ever met. I really love my grandmother.

Adapted from: Mandiri, Practice Your English Competence

2. What is the main idea of the third paragraph?
 - a. The nicest person was her grandfather.
 - b. The writer really loves her grandmother.
 - c. The writer's grandfather passed away.
 - d. The writer's grandmother likes to tell stories.

3. "I hardly ever see them wet." (Paragraph 2)
 The underlined word refers to

a. the writer's parents	c. the grandmother's eyes
b. the grandmother's hair	d. the writer's grandparents

4. What is the purpose of the text?
- a. To describe grandfather in general.
 - b. To describe grandmother in general.
 - c. To describe the writer's grandfather.
 - d. To describe the writer's grandmother.
5. What is the color of the grandmother's hair?
- a. Grey.
 - b. Brown.
 - c. White.
 - d. Black.
6. From the text above we can conclude that
- a. the grandfather likes to tell stories
 - b. the writer really loves her grandmother
 - c. the writer only lives with her grandparents
 - d. the grandfather always says good things about grandmother
7. The phrase "**never raises her voice**" in the first paragraph means
- a. grandmother loves singing
 - b. nobody in the house speaks loudly
 - c. grandmother does not get angry easily
 - d. the writer prohibits grandmother to speak loudly
8. Which statement is incorrect according to the text?
- a. Grandmother has dark brown skin.
 - b. Grandmother takes care of the writer.
 - c. Grandmother is a nice and cheerful person.
 - d. Grandmother lives with the writer's family.

Read the following text to answer questions 9-16.

My Dog, Brownie

I have a pet. It is a female dog. I call it Brownie because of its brown fur. It is 2 years old. My parents gave it on my twelfth birthday.

Brownie is a Chinese breed. It is small, fluffy and cute. It has thick brown fur. When I cuddle it, the fur feels soft.

Brownie does not like bones. It always eats soft food like steamed rice, fish or bread. Every morning I give it milk and bread. When I am at school, Brownie plays with my mother's cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

Adapted from: <http://descriptive-text.blogspot.com/2009/06/my-dog-brownie.html>

9. From the text above we can conclude that Brownie
 - a. likes cat
 - b. likes bones
 - c. barks loudly
 - d. just eats bread

10. The topic of the text above is
 - a. a dog named Brownie
 - b. the writer's cat named Brownie
 - c. my mother's dog named Brownie
 - d. the writer's dog named Brownie

11. The purpose of the text above is
 - a. to describe pet in general
 - b. to describe dog in general
 - c. to describe the writer's cat
 - d. to describe the writer's dog

12. What does Brownie have for breakfast? It has
 - a. milk and fish
 - b. milk and bread
 - c. bread and fish
 - d. milk and steamed rice

13. “It always eats soft **food** like steamed rice, fish or bread.” (Paragraph 3)

The underlined word has the same meaning as

- | | |
|----------|-------------|
| a. meal | c. nutrient |
| b. drink | d. beverage |

14. “**They** get along well” (Paragraph 3)

The underlined word refers to Brownie and

- | | |
|---------------------|------------------------|
| a. mother’s cat | c. the writer’s dog |
| b. the writer’s cat | d. the writer’s mother |

15. Which one of the following statements is **correct**?

- | | |
|-----------------------------|--------------------------------|
| a. Brownie is a female cat. | c. Brownie is my mother’s dog. |
| b. Brownie is a female dog. | d. Brownie is my mother’s cat. |

16. What is the main idea of the second paragraph?

- | | |
|---------------------------------|---------------------------------------|
| a. Brownie has soft fur. | c. Brownie is a Chinese breed. |
| b. Brownie has thick brown fur. | d. Brownie is small, fluffy and cute. |

Read the following text to answer questions 17-24.

My Home

My name is Peter. I live in Chicago with my parents. We live in a big home. We live there since I was born. It was fourteenth years ago.

There are three bedrooms. My bedroom is near the living room. Next to my bedroom is my parents' bedroom. It is a big bedroom. There is a bathroom inside. The next bedroom is for guest. Sometimes my family comes to stay for a night. They take a rest in that room.

The kitchen is in the back part of my house. It is not big. There are a refrigerator, gas stove, and some kitchen utensils. My kitchen is very clean. My mother always sweeps the floor every day. There is a small backyard behind my home. In the corner of the backyard, there are a bathroom and toilet. We plant some trees around the yard. My mother also plants some vegetables.

Adapted from:

<http://www.sekolahoke.com/2013/02/Contoh.Teks.Descriptive.Tentang.Rumah.html>

17. Paragraph two talks about
- | | |
|------------------------------|-------------------------|
| a. the Peters' bedroom | c. the guests' bedroom |
| b. the bedrooms of the house | d. the parents' bedroom |
18. "The next bedroom is for guest." (Paragraph 2)
The underlined word has the similar meaning as
- | | |
|------------|-------------|
| a. family | c. relative |
| b. visitor | d. friend |
19. "It is not big." (Paragraph 3). The underlined word refers to
- | | |
|-----------------|--------------|
| a. the kitchen | c. the house |
| b. the backyard | d. my house |
20. Based on the text above, we can conclude that Peter
- | | |
|------------------------------|--------------------------------------|
| a. has no brother or sister | c. lives with his parents and guest |
| b. sweeps the floor everyday | d. plants vegetables in his backyard |
21. The text tells us about
- | | |
|-------------------|-----------------------------|
| a. a big house | c. Peter's house |
| b. Peter's family | d. the rooms in a big house |
22. How long have Peter's family lived in that home? They have lived there for
- | | |
|------------|-------------------|
| a. a day | c. three years |
| b. a night | d. fourteen years |

23. How many rooms are there in Peter's house? There are . . . rooms.
- a. three
 - b. six
 - c. seven
 - d. fourteen
24. What is the aim of the text above?
- a. To describe home in general.
 - b. To describe Peter in general.
 - c. To describe the Peters' house.
 - d. To describe the Peters' rooms.

Read the following text to answer the questions 25-33.

Wayne Rooney

Wayne Rooney is a famous footballer from England. He is called Rooney. He was born on 24 October 1985 in Liverpool, England.

Rooney's body is short and little bit fat. But, he can run fast and move quickly to dribble a ball. He has short hair and white skin. His face is round.

Wayne Rooney plays for Manchester United FC. He has played in that club for 10 years. He played there after moving from Everton FC.

Rooney is a great striker. He has a powerful shot and accuracy. He often scores for his club and national team, England.

Adapted from: <http://www.sekolahoke.com/2013/01/descriptive-text-footballer-wayne-rooney.html>

25. From the story above, we know that Rooney. . . .
- a. is tall and fat
 - b. is 28 years old
 - c. is a Manchester United FC striker
 - d. played in Everton FC for 10 years
26. The purpose of the story above is
- a. to describe the writer's idol
 - b. to describe a famous footballer in general
 - c. to describe a Manchester United FC striker
 - d. to describe a footballer named Wayne Rooney

27. “He has played in **that club**” (Paragraph 3)
The underlined phrase refers to
- a. Everton FC
 - b. Liverpool FC
 - c. Manchester United FC
 - d. England National Team
28. Which paragraphs tell us about the physical appearance of Wayne Rooney?
- a. Paragraph 1.
 - b. Paragraph 2.
 - c. Paragraph 3.
 - d. Paragraph 4.
29. What club does Rooney play for now?
- a. Everton FC.
 - b. Liverpool FC.
 - c. Manchester United FC.
 - d. England National Team.
30. “Wayne Rooney is a **famous** footballer from England.” (Paragraph 1)
The underlined word has the same meaning as the words below, **except**
- a. great
 - b. popular
 - c. well-known
 - d. known to very many people
31. Which of the following statement is **not** mentioned in the text?
- a. Rooney’s job.
 - b. Rooney’s family.
 - c. Rooney’s birthday.
 - d. Rooney’s physical appearance.
32. What is the topic from the story above?
- a. Wayne Rooney’s birthday.
 - b. Wayne Rooney’s football club.
 - c. A famous footballer named Wayne Rooney.
 - d. The physical appearance of Wayne Rooney.

33. Arrange these sentences into a good paragraph.

- 1) There is also a temple of the Mengwi Kingdom that stands in the centre of a pond.
- 2) It is located in Mengwi, Bali.
- 3) Taman Ayun Botanical Garden is quite interesting to visit.
- 4) More than 300 species of rare plants have been planted there.

a. 3 – 2 – 4 – 1

c. 2 – 3 – 4 – 1

b. 3 – 4 – 1 – 2

d. 3 – 2 – 1 – 4

Good Luck!

Answer key:

1	D
2	D
3	C
4	D
5	A
6	B
7	C
8	A
9	A
10	D

11	D
12	B
13	A
14	A
15	B
16	C
17	B
18	B
19	A
20	A

21	C
22	D
23	C
24	C
25	C
26	D
27	C
28	B
29	C
30	A

31	B
32	C
33	A

READING COMPREHENSION TEST (INDIVIDUAL ACTIVITY)

Choose the best answer by crossing (X) a, b, c or d on the answer sheet.

Read the following text to answer questions 1-8.

Wonosobo

Wonosobo is a district in Central Java with the capital city is Wonosobo. Wonosobo has beautiful mountains; they are Sindoro Mountain and Sumbing Mountain. Residents of Wonosobo work as farmers, etc. Farmers in Wonosobo usually plant vegetables, tea, and snuff.

Many people come to Wonosobo to enjoy beautiful scenery. Wonosobo has beautiful place, such as Dieng, Sikarim Waterfall, Curuk Winong, etc. Besides that, Wonosobo has typical food, such as *tempe kemul*, *opak singkong*, etc. People in Wonosobo are so friendly. The air in Wonosobo is so fresh. So, it's a good place to be your vacation place.

Adapted from: http://dwiki-kurniawan98.blogspot.com/2013/03/descriptive-text-beserta-contohnya_6306.html

1. What is the topic of the text about?

a. Wonosobo.	c. The typical food in Wonosobo.
b. The farmers in Wonosobo.	d. The beautiful view in a mountain.

2. What is the main idea of the first paragraph?

a. The air in Wonosobo is so fresh.	b. The scenery in Wonosobo is very beautiful.
c. Wonosobo is the capital city of Central Java.	d. Most of the villagers in Wonosobo work as farmer.

3. "Wonosobo has beautiful mountains; they are Sindoro Mountain and Sumbing Mountain." (Paragraph 1). The underlined word refers to

a. Wonosobo	c. beautiful scenery
b. the farmers	d. the beautiful mountains

4. What is the purpose of the text?
- To describe Wonosobo.
 - To describe mountains in Wonosobo.
 - To describe Central Java.
 - To describe typical food in Wonosobo.
5. What is the typical food from Wonosobo?
- Tea and *tempe kemul*.
 - Vegetables and *opak singkong*.
 - Tempe kemul* and snuff.
 - Tempe kemul* and *opak singkong*.
6. From the text above we can conclude that
- the air of Wonosobo is very hot
 - Wonosobo is a mountainous place
 - most of the villagers in Wonosobo are sellers
 - Wonosobo is the capital city of Central Java
7. The word “**farmer**” in the first paragraph means a person who works in the. . .
- field
 - farm
 - market
 - mountain
8. Which statement is incorrect according to the text?
- Wonosobo is the capital city of Central Java.
 - Wonosobo has Sindoro Mountain and Sumbing Mountain
 - Farmers in Wonosobo usually plant vegetables, tea, and snuff.
 - The typical foods in Wonosobo are *tempe kemul* and *opak singkong*.

Read the following text to answer questions 9-16.

Tinny My Turtle

I have a pet. It is a turtle. Its name is Tinny. I love my turtle so much. Tinny is a beautiful turtle.

I gave it the name because it is a thin turtle. Although Tinny is thin, but tinny is great. Two months ago, Tinny won a turtle championship. I think it can be a champion because it has sharp claws and pretty eyes.

Adapted from: <http://khairinashauma7d.blogspot.com/2010/06/descriptive-text.html>

9. From the text above we can conclude that Tinny
 - a. is a beautiful female turtle
 - b. has won the championship a couple weeks ago
 - c. is a very fast turtle, so it can won the championship
 - d. won the championship because of its sharp claws and pretty eyes

10. The topic of the text above is

a. a thin turtle	c. a turtle championship
b. the writer's turtle named Tinny	d. a very beautiful turtle

11. The purpose of the text above is

a. to describe pet in general	c. to describe the writer's turtle
b. to describe turtle in general	d. to describe the turtle championship

12. When did Tinny win the turtle championship?

a. A couple days ago.	c. A couple years ago.
b. A couple weeks ago.	d. A couple months ago.

13. “Although Tinny is thin, but Tinny is great.” (Paragraph 3)

The underlined word has the same meaning as

- | | |
|----------|---------|
| a. fat | c. slim |
| b. small | d. tiny |
14. “I have a pet.” (Paragraph 1). The underlined word refers to
- | | |
|---------------|------------------------|
| a. the writer | c. the turtle |
| b. the reader | d. the writer’s turtle |
15. Which one of the following statements is **correct**?
- | | |
|------------------------------|----------------------------------|
| a. Tinny is a male turtle. | c. Tinny is two months old. |
| b. Tinny is a female turtle. | d. Tinny is the writer’s turtle. |
16. What is the main idea of the second paragraph?
- | | |
|----------------------------------|--------------------------------------|
| a. Tinny is a beautiful turtle. | c. The writer’s pet is a turtle. |
| b. Tinny is a great thin turtle. | d. The writer’s turtle is very thin. |

Read the following text to answer questions 17-24.

London

London is Britain’s biggest city. It is a very old city and dates back to Romans. It is a city of beautiful buildings and churches, and it has many beautiful parks. It also has some of the best museums in the world.

London is very crowded in summer. It is a popular city with foreign tourists and has more than eight million visitors a year. The city is famous for its shopping and has many excellent department stores. London has an excellent underground railway system, so it is easy for tourists to get around. There are plenty of good restaurants in London. You can get excellent British food, and London has lots of good French and Italian restaurants.

Adapted from: <http://descriptive-text.blogspot.com/>

17. Paragraph two talks about
- | | |
|--------------------------------|-------------------------------------|
| a. the crowded London | c. the old city named London |
| b. the biggest city in Britain | d. a city with many beautiful parks |
18. “You can get excellent British **food**, . . . “(Paragraph 2)
The underlined word has the same meaning as
- | | |
|----------|-------------|
| c. meal | c. nutrient |
| d. drink | d. beverage |
19. “**You** can get excellent British food, . . . “(Paragraph 2).
The underlined word refers to
- | | |
|----------------|-----------------|
| a. the writer | c. the visitors |
| b. the readers | d. the tourists |
20. Based on the text above, we can conclude that London
- | | |
|-----------------------------------|---------------------------------|
| a. is the biggest city in Britain | c. is a small city in Britain |
| b. is located in the countryside | d. has small visitors in a year |
21. The text tells us about
- | |
|--|
| a. a big city named London |
| b. lots of good French and Italian restaurants |
| c. an old city named Romans |
| d. a very crowded city in Britain |
22. How many foreign tourist visit London in a year? There are . . . visitors.
- | | |
|----------------------------|--------------------------------|
| a. less than eight million | c. almost eight million |
| b. more than eight million | d. not more than eight million |
23. What can tourist use to get around the city?
- | | |
|----------|-----------|
| a. Bus. | c. train. |
| b. Taxi. | d. plane. |

24. What is the aim of the text above?
- a. To describe a city in general.
 - b. To describe a place in general.
 - c. To describe London.
 - d. To describe good restaurants.

Read the following text to answer the question 25-33.

My Beloved Mother

My mother is a wonderful person. She is not tall but not short, and she has curly hair and brown. Her eyes are like honey and her skin is brown, and she has a beautiful smile. Weight like 120 lbs.

She is a very nice person. She is very beautiful, friendly, patient, and she loves to help people. I love my mom, because she is a good example for me. She always keeps God's commandments whatever she is busy.

She is a very good wife and mother. She always takes care of her family. She likes her home to be clean and organized. She's a very organized, and all the things in the house are in the right place. She did not like the stuff.

She always has a smile on her face. She is so sweet and beautiful. I love when I go to sleep or I wake up or when I will go to some places, she always gives me a kiss, and when the family has a problem she is always with us to help us and give us all her love.

Adapted from: <http://nurdiono.com/education/students-area/106-descriptive-text.html#.UZmnP1FMfIU>

25. What is the generic structure of the text above?
- a. Title – orientation – description.
 - b. Title – introduction – description.
 - c. Title – identification – description.
 - d. Title – general classification – description.

26. From the story above, we know that the writer's mother. . . .
- a. is a business woman
 - b. is very wonderful person
 - c. has a tall body
 - d. likes work outside the house
27. “. . . she is always with us to help us and give us all her love. “ (Paragraph 4)
The underlined phrase refers to
- a. I and she
 - b. the writer's family
 - c. the writer and the reader
 - d. the writer and his/her mother
28. Which paragraphs tell us about the physical appearance of the writer's mother?
- a. Paragraph 1.
 - b. Paragraph 2.
 - c. Paragraph 3.
 - d. Paragraph 4.
29. Who has a beautiful smile?
- a. The writer.
 - b. The reader.
 - c. The writer's mother.
 - d. The reader's mother
30. “. . . , and she has a beautiful smile.” (Paragraph 1)
The underlined word can be replaced with the words below, **except**
- a. nice
 - b. pretty
 - c. bad
 - d. gorgeous
31. Which of the following statement is **not** mentioned in the text?
- a. The writer's mother has no job.
 - b. The writer's mother has curly and brown hair.
 - c. The writer loves her/his mother very much.
 - d. The writer's mother always has a smile on her face.

32. What is the topic from the story above?
- The writer's mother's birthday.
 - The writer's wonderful mother.
 - The characteristic of the writer's mother.
 - The physical appearance of the writer's mother.
33. What is the generic structure of the text above?
- Title – orientation – description.
 - Title – introduction – description.
 - Title – identification – description.
 - Title – general classification – description.

Good Luck!

**The individual activity answer
keys**

1	A
2	C
3	D
4	A
5	D
6	B
7	A
8	A
9	D
10	B

11	C
12	D
13	C
14	A
15	D
16	B
17	A
18	C
19	B
20	A

21	A
22	B
23	C
24	C
25	C
26	B
27	B
28	A
29	C
30	C

31	A
32	B
33	C

READING COMPREHENSION TEST (POST-TEST)

Choose the best answer by crossing (X) a, b, c or d on the answer sheet.

Read the following text to answer questions 1-8.

Jakarta

Jakarta is the capital city of Indonesia. It is located on the northwest coast of Java Island, at the mouth of the Ciliwung River. It dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia.

The climate of this city is hot and humid. Rainfall occurs throughout the year. The heaviest rainfall is from November to May. The city lies on a flat, low plain and is likely to be affected by flood during period of heavy rainfall.

Adapted from: <http://www.englishdirection.com/2010/08/example-of-short-descriptive-text-about.html>

1. What is the topic of the text about?

a. Jakarta.	c. The location of Jakarta.
b. The climate in Jakarta.	d. The seasons in Jakarta.

2. What is the main idea of the first paragraph?

a. Jakarta is the capital city of Indonesia.	b. Jakarta is located on the northwest coast of Java Island.
c. Jakarta is a major commercial and transportation hub within Asia.	d. Jakarta dominates Indonesian's administrative, economy, cultural activities.

3. "The climate of this city is . . ." (Paragraph 2).
 The underlined word refers to

a. Asia	c. Indonesia
b. Jakarta	d. Ciliwung

4. What is the purpose of the text?
- a. To describe Jakarta.
 - b. To describe the climate in Jakarta.
 - c. To describe Java Island.
 - d. To describe Ciliwung River.
5. What is the climate of Jakarta?
- a. Hot and cool.
 - b. Cool and humid.
 - c. Humid and hot.
 - d. Cold and humid.
6. From the text above we can conclude that
- a. Jakarta is the capital city of Java Island
 - b. the climate in Jakarta is humid and cold
 - c. Jakarta is in the northwest of Ciliwung River
 - d. Jakarta is likely to be affected by flood in the rainy season
7. The word “**city**” in the text above means
- a. town
 - b. country
 - c. area
 - d. village
8. Which statement is incorrect according to the text?
- a. Jakarta is the capital city of Java Island.
 - b. The climate in Jakarta is hot and humid.
 - c. The heaviest rainfall in Jakarta is from November to May.
 - d. Jakarta dominates Indonesian’s administrative, economy, cultural activities.

Read the following text to answer questions 9-16.

My Dog, Lobo

I have a pet. It is a beautiful dog. It is a male. Its name is Lobo, because it is like a real wolf. It is really cute, and it is like a little baby, because it is very lovely. When it was a baby it was like a little cat, because its ears are like cat's ears and because it does not like take a bath.

It is not big, but not small. It is black and white like a cartoon cow. Its eyes are blue like two pieces of sky, and they are bright like clean glasses. It is a Siberian Husky, and this is the reason why it is like a wolf.

Adapted from: http://www.elc.byu.edu/classes/buck/w_garden/students/students_descriptive.html

9. From the text above we can conclude that
 - a. Lobo is a real wolf
 - b. Lobo is a Siberian Husky
 - c. the writer's dog is still baby
 - d. the writer's dog is a female dog

10. The topic of the text above is about
 - a. the writer's dog name Lobo
 - b. the writer's pet name Siberian Husky
 - c. the writer's cat name Lobo
 - d. the writer's dog name Siberian Husky

11. The purpose of the text above is
 - a. to describe pet in general
 - b. to describe a dog in general
 - c. to describe Siberian Husky dog
 - d. to describe the writer's dog name Lobo

12. Why the name of writer's dog is Lobo? Because
 - a. it is like a wolf
 - b. it is very lovely
 - c. its ears are like cat's ears
 - d. it does not like take a bath

13. “It is not **big**, but not small.” (Paragraph 2). The underlined word has the opposite meaning as
- a. tiny
 - b. huge
 - c. large
 - d. giant
14. “**I** have a pet.” (Paragraph 1). The underlined word refers to
- a. the writer
 - b. the reader
 - c. the writer’s dog
 - d. the beautiful dog
15. Which one of the following statements is **correct**?
- a. Lobo is a male dog.
 - b. Lobo is a female dog.
 - c. Lobo is a puppy.
 - d. Lobo is the writer’s cat.
16. What is the main idea of the second paragraph?
- a. Lobo is not big, but not small.
 - b. Lobo is black and white like a cartoon cow.
 - c. Lobo is a Siberian Husky, and this is the reason why it is like a wolf.
 - d. Lobo’s eyes are blue like two pieces of sky, and they are bright like clean glasses.

Read the following text to answer questions 17-24.

Smart Health Clinic

There is a big medical clinic in my town. It is Smart Health Clinic. The clinic is very busy. People with various diseases come to the clinic to have medical services. Some people get headaches, sore eyes, backaches, fever, etc.

The clinic has two floors and it's clean. The walls are white. There is a nice garden at the front. There grow roses and sun flowers. The clinic also provides a large parking area.

There are some specialists working for the clinic. They are dentist, surgeons, internists, etc. Some nurses help them to look after the patients. The doctors and nurses are kind. They are helpful and friendly. The people feel satisfied because the doctors examine them carefully.

Smart Health Clinic is equipped with many facilities like comfortable patient rooms, maternity wards, an emergency room, a laboratory, and an-X ray room. There are also dispensaries where we get medicines and there is a canteen, too.

Adapted from: <http://descriptive-text.blogspot.com/>

17. Paragraph two talks about
 - a. the floors in the Smart Health Clinic
 - b. the facilities in the Smart Health Clinic
 - c. a big medical clinic in the writer's town
 - d. the specialists who work for Smart Health Clinic

18. "Some nurses help them to **look after** the patients." (Paragraph 3). The underlined word has the same meaning as

a. see	c. care
b. watch	d. examine

19. "The people feel satisfied because the doctors examine **them** carefully." (Paragraph 3). The underlined word refers to

a. the people	c. the nurses
b. the readers	d. the specialists

20. Based on the text above, we can conclude that Smart Health Clinic
- a. has green walls
 - b. has only two specialists
 - c. has three floors and it's clean
 - d. is a big medical clinic in the writer's town
21. The text tells us about
- a. the facilities in the Smart Health Clinic
 - b. some specialists working for the Smart Health Clinic
 - c. a big clinic in the writer's town name Smart Health Clinic
 - d. The kindness of the doctors and nurses in the Smart Health Clinic
22. Why do people feel satisfied? Because
- a. the clinic is very busy
 - b. the doctors examine them carefully
 - c. the doctors and nurses are kind
 - d. the doctors and nurses are helpful and friendly
23. How many facilities were equipped the Smart Health Clinic?
- a. two
 - b. five
 - c. six
 - d. seven
24. What is the aim of the text above?
- a. To describe a clinic in general.
 - b. To describe the Smart Health Clinic.
 - c. To describe the writer's clinic.
 - d. To describe a big clinic in my town.

Read the following text to answer questions 25-33.

My Friend's New Shoes

I have a close friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention on her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she are walking on that shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

Adapted from: http://dodnotesaja.blogspot.com/2012/11/descriptive-text-examples_10.html

25. What is the generic structure of the text above?
 - a. Title – orientation – description.
 - b. Title – introduction – description.
 - c. Title – identification – description.
 - d. Title – general classification – description.

26. From the story above, we know that the writer's friend. . . .

a. has new shoes	c. is not a smart woman
b. has some close friends	d. is a friendly friend

27. “She is really mad on those shoes. “ (Paragraph 3)
 The underlined word refers to

a. the writer	c. the reader
b. the writer's friend	d. the shoes

28. Which paragraphs tell us about the physical appearance of the shoes?
- a. Paragraph 1.
 - b. Paragraph 2.
 - c. Paragraph 3.
 - d. Paragraph 4.
29. Who has new shoes?
- a. The writer.
 - b. The reader.
 - c. The writer's friend.
 - d. The reader's friend.
30. "She is beautiful, attractive and trendy." (Paragraph 1)
The underlined word can be replaced with the words below, **except**
- a. nice
 - b. pretty
 - c. bad
 - d. gorgeous
31. Which of the following statement is not mentioned in the text?
- a. The writer's friend has new shoes.
 - b. The writer has new beautiful shoes.
 - c. The writer's friend loves her new shoes.
 - d. The writer's friend is an attractive person.
32. What is the topic from the story above?
- a. The writer's wonderful shoes.
 - b. The writer's friend's new shoes.
 - c. The characteristic of the writer's friend.
 - d. The physical appearance of the writer's friend.
33. What is the generic structure of the text above?
- a. Title – orientation – description.
 - b. Title – introduction – description.
 - c. Title – identification – description.
 - d. Title – general classification – description.

Good Luck!

Answer key

1	A
2	A
3	B
4	A
5	C
6	D
7	A
8	A
9	B
10	A

11	D
12	A
13	A
14	A
15	A
16	A
17	A
18	C
19	A
20	D

21	C
22	B
23	D
24	B
25	C
26	A
27	B
28	B
29	C
30	C

31	B
32	B
33	C

STUDENTS' READING SCORES				
NO	NAME	PRE-TEST	INDIVIDUAL WORK	POS-TEST
1	ACHMAD NUR ALIFFENDI	42.42	66.67	75.76
2	ADHITYA SEPTIAN N	42.42	57.57	63.64
3	ANAS SUJATMIKO P	48.48	78.79	84.85
4	ANIK YUSIANITA	45.45	69.70	75.76
5	BELLA ANGGER K	48.48	72.73	81.82
6	CANDRA DWI NUGROHO	45.45	84.85	81.82
7	DEVI MARSELLINA R	57.58	69.70	72.73
8	DIANITA EKA OKTAMI	45.45	66.67	69.70
9	DIKA NOFITASARI	60.61	78.79	81.82
10	DIKI AGUS R	33.33	54.54	66.67
11	DIMAS ROMADON K	45.45	60.60	60.60
12	DONY ROCHMADAN	45.45	84.85	84.85
13	EDI SUSANTO	66.67	87.88	93.94
14	EKA AYU LYSTIANINGSIH	48.48	69.70	81.82
15	FATHIKA ARSHUL S	63.64	78.79	78.79
16	FRINDA ASARI	51.51	78.79	81.82
17	HENDRI KURNIAWAN	45.45	84.85	81.82
18	HESTI IRAWATI	36.36	54.54	54.54
19	ILHAM ADHI CAHYONO	30.30	81.82	87.88
20	INDAH PURWANTI	48.48	81.82	84.85
21	ISNAN MUSLIMIN A	33.33	51.51	54.54
22	ISNANTO BUDI P	72.73	87.88	87.88
23	NANDA FIBRAYANTI	66.67	87.88	87.88
24	RAMADHAN N H	33.33	63.63	60.60
25	RETNO AYU W	69.70	87.88	90.91
26	RIO ARGA VANDHITA	57.58	84.85	81.82
27	SOHIDIN BAGUS P	42.42	84.85	87.88
28	USWATUNNISA LARASATI	57.58	72.73	69.70
29	WAHID SANGAJI	57.58	69.70	78.79
30	WAHYU FAJAR RAHMAWATI	48.48	66.67	78.79
31	YAZINTA PANGESTU W	24.24	78.79	90.91
32	YOGA NURCAHYO S	42.42	69.70	75.76
	MEAN	48.67	74.05	77.84
	JUMLAH	1557.57	2369.65	2490.87

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T-TEST
  /TESTVAL=0
  /MISSING=ANALYSIS
  /VARIABLES=PRETEST POSTEST

  /CRITERIA=CI (.9500) .

```

T-Test

[DataSet0]

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	32	48.6725	11.87547	2.09931
POSTEST	32	77.8419	10.53919	1.86308

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PRETEST	23.185	31	.000	48.67250	44.3909	52.9541
POSTEST	41.781	31	.000	77.84187	74.0421	81.6417

ATTENDANCE LIST
VIIIB

NO	NAME	20-Aug	21-Aug	27-Aug	28-Aug	3-Sep	4-Sep	10-Sep
1	ACHMAD NUR ALIFFENDI	•	•	•	•	•	•	•
2	ADHITYA SEPTIAN N	•	•	•	•	•	•	•
3	ANAS SUJATMIKO P	•	•	•	•	•	•	•
4	ANIK YUSIANITA	•	•	•	•	•	•	•
5	BELLA ANGGER K	•	•	•	•	•	•	•
6	CANDRA DWI NUGROHO	•	•	•	•	•	•	•
7	DEVI MARSELLINA R	•	•	•	•	•	•	•
8	DIANITA EKA OKTAMI	•	•	•	•	•	•	•
9	DIKA NOFITASARI	•	•	•	•	•	•	•
10	DIKI AGUS R	•	•	•	•	•	•	•
11	DIMAS ROMADON K	•	•	•	•	•	•	•
12	DONY ROCHMADAN	•	•	•	•	•	•	•
13	EDI SUSANTO	•	•	•	•	•	•	•
14	EKA AYU LYSTIANINGSIH	•	•	•	•	•	i	•
15	FATHIKA ARSHUL S	•	•	i	•	•	•	•
16	FRINDA ASARI	•	•	•	•	•	•	•
17	HENDRI KURNIAWAN	•	•	•	•	•	•	•
18	HESTI IRAWATI	•	•	•	•	•	•	•
19	ILHAM ADHI CAHYONO	•	•	•	•	•	•	•
20	INDAH PURWANTI	•	•	•	•	•	•	•
21	ISNAN MUSLIMIN A	•	•	•	•	•	•	•
22	ISNANTO BUDI P	•	•	•	•	•	•	•
23	NANDA FIBRAYANTI	•	•	•	•	•	•	•
24	RAMADHAN N H	•	•	•	•	•	•	•
25	RETNO AYU W	•	•	•	•	•	•	•
26	RIO ARGA VANDHITA	•	•	•	•	•	•	•
27	SOHIDIN BAGUS P	•	•	•	•	•	•	•
28	USWATUNNISA LARASATI	•	•	•	•	•	•	•
29	WAHID SANGAJI	•	•	•	•	•	•	•
30	WAHYU FAJAR RAHMAWATI	•	•	•	•	i	•	•
31	YAZINTA PANGESTU W	•	•	•	•	•	•	•
32	YOGA NURCAHYO S	•	•	•	•	•	•	•

COURSE GRID

School : SMP Negeri 3 Wonosari

Grade/semester : VIII/ 1

Subject : English

Skill : Reading

Competence Standard: 5. Understanding the meaning of written functional texts and short simple essays in the forms of descriptive and recount texts which are related to surrounding environment

Basic Competency	Learning Material	Learning Activity	Indicators	Assessment	Sources
5.3 Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the form of descriptive and recount	<p>Descriptive text:</p> <p>I Have a Cat</p> <p>Spot is a regular house cat. He is an adorable cat.</p> <p>He has orange fur with white and black spots. I like to cuddle him. His fur is as soft as cotton. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal.</p> <p>He likes to run around the house. He likes to chase everyone in my house.</p>	<p>1. Opening Activities (10 minutes)</p> <ol style="list-style-type: none"> Greeting. A student leads a prayer and the others follow. Calling the roll. The students prepare themselves to start learning the today's lesson. The students answer the teachers' apperception. <p>2. Main Activities (60 minutes)</p> <p>Building Knowledge of the Field (BKOF) (10 minutes)</p> <ol style="list-style-type: none"> The students and the 	<ul style="list-style-type: none"> To identify the parts of the generic structure (steps of rhetorical) on a descriptive text To restating the social purposes of the descriptive 	<ul style="list-style-type: none"> Short –answer technique Integrative test Multiple choice technique Individual work Pair work Group work 	<p>Relevant Books:</p> <ol style="list-style-type: none"> Echols, John M. And Hassan Shadily. 2010. <i>Kamus Inggris Indonesia</i>. Jakarta: Gramedia Pustaka Utama. Priyana, Joko., Arnys RI and Virga R. 2008. <i>Scaffolding: English for Junior High School Students</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional. Wardiman, Artono. 2008. <i>English in Focus</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

texts.	<p>When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.</p> <p>1. Explanation about descriptive text</p> <p><i>A descriptive text</i> is a text that describes the features of someone, something, or a certain place.</p> <p>a. The parts of descriptive text</p> <ul style="list-style-type: none"> • Title • Identification is the part of the paragraph that introduces the character. <p>For example: <i>Paragraph 1 in the text "I Have a Cat"</i></p> <ul style="list-style-type: none"> • Description is the part of the paragraph that describes the character. <p>For example: He has orange fur with white</p>	<p>teacher start the lesson.</p> <p>b. The teacher explains the teaching and learning technique that will be used.</p> <p>c. The students listen to the teacher's explanation on the lesson will be taught (activating the students' prior knowledge).</p> <p>d. The students and the teacher discuss the objectives and the scope of the lesson.</p> <p>e. The students answer the following pre-reading questions given by the teacher actively:</p> <ul style="list-style-type: none"> • Do you have a pet? • What kind of pet do you have? • How does your pet look like? <p>e. The students respond to the teacher's stimulating questions given by the teacher related to the topic of the text (The teacher uses a big picture of a cat).</p>	<p>e text</p> <ul style="list-style-type: none"> • To identify the language features of the descriptive text • To identify implicitly and explicitly stated main ideas of the passage or of a paragraph • To deducing the meaning of words as used in the passage. 	Related texts from the internet.
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	<p>and black spots.</p> <p>d. Looking for Specific Information</p> <p>Finding the specific information in a text can use the fast reading strategies such as:</p> <ul style="list-style-type: none"> • Scanning is used for finding the information related to the text. • Skimming is used for getting the general information like main idea. • Reference is used for getting information from the sentence before. • Inference is used for getting information by guessing or concluding from the text 	<p>Modeling and Deconstructing of the Text (MOT) (10 minutes)</p> <p>a. The students read the text about “I Have a Cat” given by the teacher.</p> <p>b. The students answer various reading questions prepared by the teacher to identify the descriptive text, classify the parts and identify the meaning of the descriptive texts actively.</p> <ul style="list-style-type: none"> • What kind of text it is? • There are three main parts on this story. What are they? • Now, you can answer my question. What is a descriptive text? <p>c. The students listen to the teacher’s explanation</p>			
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	<p>specifically.</p> <p>e. The Topic of Descriptive Text</p> <ul style="list-style-type: none"> • The topic of a text usually in a phrase • The topic of the story above is “The description of the writer’s cat named Spot”. <p>f. The Main Idea of Descriptive Text</p> <p>There are many things concerning in identify the main idea:</p> <ol style="list-style-type: none"> 1) Main idea is the main discussion of the descriptive text. 2) Main idea is an idea that usually stated in the front or the end of a paragraph 3) Main idea can be implicitly or explicitly. If the implicit main idea 	<p>about the definition, the generic structure, the purpose, grammatical features and the vocabulary related to the descriptive text.</p> <p>d. The students are divided into several groups. The eight students who have a good rank to be the leader of the group. Then, the other students counted from one to eight. The students who get same number would be in the same group. There are eight groups in the class. Each group consists of two pairs. The group consists of four members.</p> <p>Joint Construction of the Text (JCOT)</p> <p>Meeting 1(40 minutes)</p> <p>a. The students are given pieces of a descriptive text that is not in the correct composition yet.</p>			
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	<p>(do not written briefly), so the readers have to find the main idea by arranging the correct words by themselves.</p> <p>For example:</p> <ul style="list-style-type: none"> » Paragraph 1: Spot is a regular house cat. » Paragraph 2: Its fur is as soft as cotton. » Paragraph 3: Spot is an active animal. <p>2. Vocabulary related to the text "I Have a Cat"</p> <ul style="list-style-type: none"> a. pet (noun) : binatang kesayangan b. spot (noun) : noda c. cuddle (verb) : memomong d. soft (adjective) : lembut 	<p>In pairs they are required to sequence the jumbled paragraphs into a good descriptive text and identify the parts. (See Activity 1). The students share their text reconstruction and compare their works with the group actively. Then, the students discuss the correct text reconstruction with their teacher actively. They are required to identify the clues for sequencing the correct order of the text paragraphs.</p> <p>b. In the next activity, each group of the students has to take one lottery provided by the teacher. Then, the students take an envelope according to the color. Each envelope consists of twelve cuts of four stories. First, they work in pairs. Each pair makes two stories. The students have to arrange the paragraph to be good</p>			
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	<p>e. fur (noun) : bulu</p> <p>f. chase (verb) : mengejar</p> <p>g. tired (adjective) : lelah</p> <p>h. sleepy (adjective) : mengantuk</p> <p>3. The Grammatical Features of the Descriptive Text</p> <p>Descriptive text has some grammatical features, those are:</p> <p>1) Using adjectives. 2) Using simple present tense. We use the Simple Present tense to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general. For example: is, has, does etc.</p> <p>3) Using personal pronoun</p>	<p>stories, decide the generic structure and put it on the paper provided. After that, they discuss their work in their group. (See Activity 2)</p> <p>Meeting 2 (40 minutes)</p> <p>a. In the following activity, the students are given four descriptive texts. They have to identify the purpose of each story in pairs. Then, they have to discuss the result to their groups. After that, they have to present their group answer in the front of the class. (See activity 3)</p> <p>b. In the next activity, each group have to identify the grammatical features of the texts such as adjectives, personal pronouns and the simple present tense of the story. Then, they have to discuss the result to their groups. After that, they have to present their group</p>			
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	<p>Personal pronoun usually used to avoid the word repetition. Subject of Pronoun is used as the subject who is stated before verb. Object of pronoun is used as the object which is stated after verb.</p>	<p>answer in the front of the class. (See activity 4)</p> <p>Meeting 3 (15 minutes)</p> <p>a. In the activity 4, the personal pronouns are identified. The students work in pairs, they have to write down the references of the personal pronouns of each text in the table provided. If they have finish, they have to discuss it with their group. After that, they have to present their group answer in the front of the class. (See activity 5)</p> <p>Independent Construction of the Text (ICOT) (45 minutes)</p> <p>a. The students move on to something different. They shall do an individual work.</p> <p>b. There are five texts with 33 questions in the multiple choice form. The students have to choose</p>			
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		<p>the best answer based on the text provided.</p> <p>Linking to Related Texts</p> <p>The students are assigned to find a descriptive text in the library or in the internet and write down the generic structure, the social purpose and the grammatical features.</p> <p>3. Closing Activities (10 minutes)</p> <ol style="list-style-type: none"> The students and the teacher summarize the lesson. The students and the teacher reflect on the activities they have done. The teacher emphasizes on the learning process and achievement. The teacher assigns a structured and individual assignment and informs the learning agenda the students are going to have in the next meeting. 			
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COURSE GRID

School : SMP Negeri 3 Wonosari

Grade/semester : VIII/ 1

Subject : English

Skill : Reading

Competence Standard: 5. Understanding the meaning of written functional texts and short simple essays in the form of descriptive and recount texts which are related to surrounding environment

Basic Competency	Learning Material	Learning Activity	Indicators	Assessment	Sources
5.3 Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the forms of descriptive and recount texts.	<p>Descriptive text:</p> <p>Wonosobo</p> <p>Wonosobo is a district in Central Java. The capital city is Wonosobo. Wonosobo has two beautiful mountains; they are Sindoro Mountain and Sumbing Mountain. Residents of Wonosobo work as farmers, etc. Farmers in Wonosobo usually plant vegetables, tea, and snuff.</p> <p>Many people come to Wonosobo to enjoy the beautiful scenery. Wonosobo has beautiful</p>	<p>1. Opening Activities (10 minutes)</p> <ol style="list-style-type: none"> Greeting. A student leads a prayer and the others follow. Calling the roll. The students prepare themselves to start learning the today's lesson. The students answer the teachers' apperception. <p>2. Main Activities (60 minutes)</p> <p>Building Knowledge of the Field (BKOF)</p> <ol style="list-style-type: none"> The students and the teacher start the lesson. The teacher explains to 	<ul style="list-style-type: none"> To identify the parts of the generic structure (steps of rhetorical) on a descriptive text To restating the social purposes of the descriptive text To identify the language features of the descriptive text 	<ul style="list-style-type: none"> Matching techniques Dichotomous technique Integrative tests Short answer technique The cloze test Multiple choice technique Individual work Pair work Group work 	<p>Relevant Books:</p> <ol style="list-style-type: none"> Echols, John M. And Hassan Shadily. 2010. <i>Kamus Inggris Indonesia</i>. Jakarta: Gramedia Pustaka Utama. Priyana, Joko., Arnys RI and Virga R. 2008. <i>Scaffolding: English for Junior High School Students</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

	<p>place, such as Dieng, Sikarim Waterfall, Curuk Winong, etc. Besides that, Wonosobo has typical food, such as <i>tempe kemul</i>, <i>opak singkong</i>, etc. People in Wonosobo are so friendly. The air in Wonosobo is so fresh. So, it's a good place to be your vacation place.</p> <p>a. Explanation about descriptive text</p> <p>a. Definition</p> <p><i>A descriptive text</i> is a text that describes the features of particular thing, e.g. someone, something, or a certain place. Description is usually organized to include:</p> <ul style="list-style-type: none"> • an introduction to the subject of the description; • characteristic features of the subject, e.g. 	<p>the students about the technique will be used.</p> <p>c. The students still learn about descriptive text.</p> <p>d. The students and the teacher discuss the objectives and the scope of the lesson.</p> <p>e. The students answer the following pre-reading questions given by the teacher actively:</p> <ul style="list-style-type: none"> • Have you ever been to Baron Beach? • Where is it? • How does Baron Beach look like? <p>f. The students respond to the teacher's stimulating questions given by the teacher related to the topic of the text. The teacher's explanations are about identify the references for pronouns, define the detail information and classify meanings from the context on the descriptive text.</p> <p>Modeling and</p>	<ul style="list-style-type: none"> • To identify implicitly and explicitly stated main ideas of the passage or of a paragraph • To deduce the meaning of words as used in the passage. 	<p>c. Maulia, Ana, Rinawati and Titi N. 2008. <i>Seri Pendalaman Materi Bahasa Inggris SMP dan MTs</i>. Jakarta: Erlangga.</p> <p>d. Wardiman, Artono. 2008. <i>English in Focus</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>e. Widiati, Utami and friends. 2008. <i>Contextual Teaching and Learning Bahasa Inggris SMP/MTs</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Relevant texts from the internet.</p>
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	<p>physical appearance, qualities, habitual behavior, significant attributes.</p> <p>b. The Social purpose of Descriptive text</p> <p>The social purpose of the descriptive text is to describe the particular person, thing, or place. For example: The social purpose of the text “Wonosobo” is to describe a city name Wonosobo.</p> <p>c. Looking for Specific Information</p> <p>Finding the specific information in a text can use the fast reading strategies such as:</p> <ul style="list-style-type: none"> Scanning is used for finding the information 	<p>Deconstructing of the Text (MOT) (10 minutes)</p> <ol style="list-style-type: none"> The students get the material from the teacher. The students read the text about “Wonosobo” given by the teacher. The students answer various reading questions prepared by the teacher to identify the idea, identify the language features and classify the grammatical words of the descriptive texts actively. <ul style="list-style-type: none"> What does the story told you about? Do you know why the writer writes the story? The students listen to the teacher’s explanation on the lesson. The teacher explanation is about identifying the idea, restating the social purpose, identifying the 			
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	<p>related to the text.</p> <ul style="list-style-type: none"> • Skimming is used for getting the general information like main idea. • Reference is used for getting information from the sentence before. • Inference is used for getting information by guessing or concluding from the text specifically. <p>d. The Topic of Descriptive Text</p> <ul style="list-style-type: none"> • The topic of a text usually in a phrase • The topic of the story above is “The description of Wonosobo”. <p>e. The Main Idea of</p>	<p>language features and classify the grammatical words of the descriptive texts.</p> <p>e. The students are divided into several groups. The eight students who have a good rank to be the leader of the group. Then, the other students counted from one to eight. The students who get same number would be in the same group. There are eight groups in the class. Each group consists of two pairs. The group consists of four members.</p> <p>Joint Construction of the Text (JCOT)</p> <p>Meeting 1 (40 minutes)</p> <p>a. Each pair of the students is given a picture of Borobudur Temple. There are some words and phrase provided. The students have to</p>			
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	<p>Descriptive Text</p> <p>There are many things concerning in identify the main idea:</p> <ol style="list-style-type: none"> 1) Main idea is the main discussion of the descriptive text. 2) Main idea is an idea that usually stated in the front or the end of a paragraph 3) Main idea can be implicitly or explicitly. If the implicit main idea (do not written briefly), so the readers have to find the main idea by arranging the correct words by themselves. <p>For example:</p> <ul style="list-style-type: none"> » Paragraph 1: Wonosobo is a district in Central Java. » Paragraph 2: 	<p>choose the words or phrase that related to the picture and then stick them to the place provided. Then, they have to discuss the result to their group before they share to the class. (See activity 1)</p> <ol style="list-style-type: none"> b. The students are given pieces of a descriptive text. In pairs they are required to answer some question related to the descriptive text. (See Activity 2). The students share their answers and compare their works with their partners and their groups actively. The students discuss the correct answer with their teacher actively. They are required to identify the clues for answering the questions of the text. <p>Meeting 2 (40 minutes)</p> <ol style="list-style-type: none"> a. There is a story provided have to read 			
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	<p>Many people come to Wonosobo to enjoy the beautiful scenery.</p> <p>4. The Grammatical Features of the Descriptive Text</p> <p>Descriptive text has some grammatical features, those are:</p> <p>1) Using adjectives. 2) Using simple present tense. We use the Simple Present tense to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general. For example: is, has, does etc.</p> <p>3) Using personal pronoun Personal pronoun usually used to avoid the</p>	<p>by the students. Then, they have to do the task below it. The students have to circle the number of the statements which are <u>not</u> mentioned in the passage. Then write the correction on the place provided. (See activity 3)</p> <p>b. The students have to complete the explanation definition of the underlined words in the following sentences from the story. They can find the answers in the box provided. (See activity 4)</p> <p>c. Next, the students are given the different story. They have to circle the number of the statements which are not mentioned in the passage. Then write the correction on the bracket () provided.</p>			
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	<p>word repetition. Subject of Pronoun is used as the subject who is stated before verb. Object of pronoun is used as the object which is stated after verb.</p>	<p>(See activity 5)</p> <p>Meeting 3 (15 minutes)</p> <ol style="list-style-type: none"> The students are given a story. Then in pairs, they have to find the words which the meaning is on the number 1 until 5. Next, they discuss the result with their group and share it to the class. (See Activity 6) There are five statements and the students have to decide with their partner whether it is true or false. The students can find the answers by looking at the text. The students have to write the sentence where they could know the 'true' or 'false' of the statement. Then they discuss the result to their group and share it in the front of the class. (See Activity 7) 			
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		<p>Independent Construction of the Text (ICOT) (45 minutes)</p> <p>a. The students move on to something different. They shall do an individual work.</p> <p>b. There are five texts with 33 questions in the multiple choice form. The students have to choose the best answer based on the text provided.</p> <p>Linking to Related Texts</p> <p>The students are assigned to find a descriptive text in the library or in the internet and write down the main idea, the topic and the difficult vocabulary.</p>			
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LESSON PLAN

School : SMP Negeri 3 Wonosari
 Subject : English
 Class /Semester : VIII / 1
 Time Allocation : 6 x 40 minutes (3 meetings)
 Text Type : Descriptive
 Aspect/Skill : Reading
 Cycle : 1

Competence Standard :

5. Understanding the meaning of written functional texts and short simple essays in the forms of descriptive and recount texts which are related to the surrounding environment.

Basic Competence:

5.3 Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the forms of descriptive and recount texts.

Indicators:

- To identify the parts of the generic structure (steps of rhetorical) on a descriptive text
- To restate the social purposes of the descriptive text
- To identify the language features of the descriptive text
- To identify implicitly and explicitly stated main ideas of the passage or of a paragraph
- To deduce the meaning of words as used in the passage.

A. Learning Objectives

By the end of the lesson, the students will be able to comprehend the descriptive text.

B. Learning Material

1. Descriptive Text

I Have a Cat

Title

Spot is a **regular** house cat. **It**
is an **adorable** cat.

Introduction

It has orange fur with **white**
and **black** spots. **I** like to cuddle **it**.
Its fur is as **soft** as cotton. Every
morning **I** give Spot milk. Spot
does not like rice, so **I** give **it** cat
food.

Description

Spot is an **active** animal. **It**
likes to run around the house. **It**
likes to chase everyone in **my**
house. When **it** feels **tired** or
sleepy, Spot usually sleeps on the
sofa in the living room or
sometimes under the table.

(Adapted from: *English in Focus*)

The grammatical features:

The underlined words : present tense

■ : particular pronoun

The bold words : adjectives

2. Explanation About Descriptive Text

a. Definition

A *descriptive text* is a text that describes the features of particular thing, e.g. a specific person, animal, building or a certain place. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- Characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

b. The Social purpose of Descriptive text

The social purpose of the descriptive text is to describe the particular person, thing, or place.

For example:

The social purpose of the text “I Have a Cat” is to describe the writer’s cat.

c. The Generic Structure

- Title
- Identification
 - 1) This statement introduces the subject of the description to the reader.
For example: *Paragraph 1 in the text “I Have a Cat”*
 - 2) It can give the reader brief details about when, where, who, or what of the subject.
- Description (a series of paragraphs about the subject)
 - 1) Each paragraph usually begins with a topic sentence.
 - 2) The topic sentence previews the details that will be contained in the remainder of the paragraph.
 - 3) Each paragraph should describe one feature of the subject.
 - 4) These paragraphs build description of the subject.

d. Looking for Specific Information

Finding the specific information in a text can use the fast reading strategies such as:

- Scanning is used for finding the information related to the text.
- Skimming is used for getting the general information like main idea.
- Reference is used for getting information from the sentence before.
- Inference is used for getting information by guessing or concluding from the text specifically.

e. The Topic of Descriptive Text

- The topic of a text usually in a phrase
- The topic of the story above is “The description of the writer’s cat named Spot”.

f. The Main Idea of Descriptive Text

There are many things concerning in identify the main idea:

- 1) Main idea is the main discussion of the descriptive text.
- 2) Main idea is an idea that usually stated in the front or the end of a paragraph
- 3) Main idea can be implicitly or explicitly. If the implicit main idea (do not written briefly), so the readers have to find the main idea by arranging the correct words by themselves.

For example:

- » Paragraph 1: Spot is a regular house cat.
- » Paragraph 2: Its fur is as soft as cotton.
- » Paragraph 3: Spot is an active animal.

3. The Grammatical Features of the Descriptive Text

Descriptive text has some grammatical features, those are:

1) Using adjectives.

Adjectives							Thing
Opinion	Size	Age	Shape	Color	Origin	Material	
Adorable	Small	New	Round	Orange	Indonesian	Wooden	Cat
Regular	Big	Old	Circle	White	American	Metal	Animal
Tired		Young		Black		Golden	House
Sleepy						Leather	Rice
Soft							Food
Active							

2) Using simple present tense.

We use the Simple Present tense to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general.

For example: is, has, does etc.

3) Using personal pronoun

Personal pronoun usually used to avoid the word repetition. Subject of Pronoun is used as the subject who is stated before verb. Object of pronoun is used as the object which is stated after verb.

Subject of Pronoun	Object of Pronoun	Possessive of Pronoun
<ul style="list-style-type: none"> • I • You • They • We • He • She • It 	<ul style="list-style-type: none"> • Me • You • Them • Us • Him • Her • It 	<ul style="list-style-type: none"> • my • your • their • our • his • her • its

4. Vocabulary related to the text "I Have a Cat"

- | | |
|-----------------------|-----------------------|
| a. pet (noun) | : binatang kesayangan |
| b. spot (noun) | : noda |
| c. cuddle (verb) | : memomong |
| d. soft (adjective) | : lembut |
| e. fur (noun) | : bulu |
| f. chase (verb) | : mengejar |
| g. tired (adjective) | : lelah |
| h. sleepy (adjective) | : mengantuk |

C. Learning Method/Technique :

→ The Genre- Based Approach;

1. Building Knowledge of Field (BKOF)
2. Modeling and Deconstructing of Text (MOT)
3. Joint Construction of Text (JCOT)
4. Independent Construction of Text (ICOT)
5. Linking to Related Texts

→ Think-Pair-Share Technique

D. Teaching and Learning Activities

1. Opening Activities (10 minutes)

- a. Greeting.
- b. A student leads a prayer and the others follow.
- c. Calling the roll.
- d. The students prepare themselves to start learning the today's lesson.
- e. The students answer the teachers' apperception.

2. Main Activities

Building Knowledge of Field (BKOF) (10 minutes)

- a. The students and the teacher start the lesson.
- b. The students respond to the teacher's stimulating questions given by the teacher related to the topic of the text (The teacher uses a big picture of a cat).
- c. The students answer the following pre-reading questions given by the teacher actively:
 - Do you have a pet?
 - What kind of pet do you have?
 - How does your pet look like?
- d. The teacher explains the teaching and learning technique that will be used.
- e. The students listen to the teacher's explanation on the lesson will be taught (activating the students' prior knowledge).
- f. The students and the teacher discuss the objectives and the scope of the lesson.

Modeling and Deconstructing of Text (MOT) (10 minutes)

- a. The students read the text about "I Have a Cat" given by the teacher.
- b. The students answer various reading questions prepared by the teacher to identify the descriptive text, classify the parts and identify the meaning of the descriptive texts actively.
 - What kind of text it is?
 - There are three main parts on this story. What are they?
 - Now, you can answer my question. What is a descriptive text?
- c. The students listen to the teacher's explanation about the definition, the generic structure, the purpose, grammatical features and the vocabulary related to the descriptive text.

- d. The students are divided into several groups. The eight students who have a good rank to be the leader of the group. Then, the other students counted from one to eight. The students who get same number would be in the same group. There are eight groups in the class. Each group consists of two pairs. The group consists of four members.

Joint Construction of Text (JCOT)

Meeting 1 (40 minutes)

- a. The students are given pieces of a descriptive text that is not in the correct composition yet. In pairs they are required to sequence the jumbled paragraphs into a good descriptive text and identify the parts. (See Activity 1). The students share their text reconstruction and compare their works with the group actively. Then, the students discuss the correct text reconstruction with their teacher actively. They are required to identify the clues for sequencing the correct order of the text paragraphs.
- b. In the next activity, each group of the students has to take one lottery provided by the teacher. Then, the students take an envelope according to the color. Each envelope consists of twelve cuts of four stories. First, they work in pairs. Each pair makes two stories. The students have to arrange the paragraph to be good stories, decide the generic structure and put it on the paper provided. After that, they discuss their work in their group. (See Activity 2)

Meeting 2 (40 minutes)

- a. In the following activity, the students are given four descriptive texts. They have to identify the purpose of each story in pairs. Then, they have to discuss the result to their groups. After that, they have to present their group answer in the front of the class. (See activity 3)

- b. In the next activity, each group have to identify the grammatical features of the texts such as adjectives, personal pronouns and the simple present tense of the story. Then, they have to discuss the result to their groups. After that, they have to present their group answer in the front of the class. (See activity 4)

Meeting 3 (15 minutes)

- a. In the activity 4, the personal pronouns are identified. The students work in pairs, they have to write down the references of the personal pronouns of each text in the table provided. If they have finish, they have to discuss it with their group. After that, they have to present their group answer in the front of the class. (See activity 5)

Independent Construction of Text (ICOT) (45 minutes)

- a. The students move on to something different. They shall do an individual work.
- b. There are five texts with 33 questions in the multiple choice form. The students have to choose the best answer based on the text provided.

Linking to Related Texts

The students are assigned to find a descriptive text in the library or in the internet and write down the generic structure, the social purpose and the grammatical features.

3. Closing Activities (10 minutes)

- a. The students and the teacher summarize the lesson.
- b. The students and the teacher reflect on the activities they have done.
- c. The teacher emphasizes on the learning process and achievement.
- d. The teacher assigns a structured and individual assignment and informs the learning agenda the students are going to have in the next meeting.

E. Media and References for Teaching

1. Media : handout, worksheet.
2. References:
 - a. Echols, John M. And Hassan Shadily. 2010. *Kamus Inggris Indonesia*. Jakarta: Gramedia Pustaka Utama.
 - b. Priyana, Joko., Arnys RI and Virga R. 2008. *Scaffolding: English for Junior High School Students*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
 - c. Wardiman, Artono. 2008. *English in Focus*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
 - d. Relevant texts from the internet.

F. Assessment

No	Competency Achievement Indicators	Technique	Form	Instruments
1	Defining the generic structure of the descriptive text.	Written	Arranging	This text is not in the correct composition yet. Arrange those parts to make a good descriptive text and write down the generic structure.
		Written	Arranging	You are in a group of your line. Take one lottery provided by the teacher. Then, take an envelope according to the color that you get. Each envelope consists of 12 cuts of 4 stories. In pairs, arrange the paragraph to be good stories,

				decide the generic structure and put it on the paper provided. Discuss it with your group before discuss it with the class.
2	Restating the social purposes of the descriptive text.	Written	Answering Questions	What is the purpose of the stories in the second task?
3	Identifying the grammatical features of the descriptive text.	Written	Understanding words	Identify the name of simple present tense, personal pronoun and adjectives of the stories in the second activity.
4	Identifying the references for pronouns of the descriptive text	Written	Analisis	In the above task, the personal pronouns are underlined. Work in pairs, write down the references of the personal pronouns of each text in the table provided. If you have finish, you have to discuss it with your group.

a. Instrument

Activity 1. This text is not in the correct composition yet. Arrange those parts to make a good story.

The Jumbled paragraph	The correct descriptive text	The generic structure
<p>Dion has 3 different colors, white, orange and black. Its eyes and ears are small. It always squeaks in the time I come close to its cage. Every morning I feed it. Dion likes to eat some grass and leaves. I take the grass from the field near my house. Dion looks happy to eat it.</p>		
<p>Dion My Pet is a Hamster</p>		
<p>I have a hamster. It is small and cute. I give it a name, Dion. I bought it last month when I visited Yogyakarta. I really love it.</p>		

Activity 2. Each group of the students has to take one lottery provided by the teacher. Then, take the envelope according to the color that you get. In the each envelope, there are three stories. The stories are not in the right order.

- a. Arrange the cuts of the paragraphs into the correct stories.
- b. Identified which part of the descriptive text.
- c. Put it on the paper and write the name of parts of the descriptive text.

Activity 3. What is the purpose of the stories you are taken?

Activity 4. Identify the name of simple present tense, personal pronoun and adjectives of the stories.

- a. My Cute Funny Dog, Betty

No	Simple present tense (verb)		Personal pronoun			Adjectives	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

b. My Sphinx Cat

No	Simple present tense (verb)		Personal pronoun			Adjectives	
1							
2							
3							
4							
5							
6							
7							
8							
9							

c. Chacky, My Brazilian Turtle

No	Simple present tense (verb)		Personal pronoun		Adjectives	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

d. My Pigeon

No	Simple present tense (verb)		Personal pronoun		Adjectives
1					
2					
3					
4					
5					
6					

Activity 5. In the above task, the personal pronouns are identified. Work in pairs, write down the references of the personal pronouns of each text in the table provided. If you have finish, you have to discuss it with your group.

a. My funny Cute Dog, Betty

No	Pronouns	Reference	No	Pronouns	Reference
1			8		
2			9		
3			10		
4			11		
5			12		
6					
7					

b. My Sphinx Cat

No	Pronouns	Reference	No	Pronouns	Reference
1			10		
2			11		
3			12		
4			13		
5			14		
6			15		
7			16		
8			17		
9					

c. Chacky, My Brazilian Turtle

No	Pronouns	Reference	No	Pronouns	Reference
1			12		
2			13		
3			14		
4			15		
5			16		
6			17		
7			18		
8			19		
9			20		

10			21		
11					

d. My pigeon

No	Pronouns	Reference	No	Pronouns	Reference
1			10		
2			11		
3			12		
4			13		

e. Assessment Instrument

1. Reading Scores (the maximum score is 100)

NO	NAME	SCORES
1	ACHMAD NUR ALIFFENDI	
2	ADHITYA SEPTIAN N	
3	ANAS SUJATMIKO P	
4	ANIK YUSIANITA	
5	BELLA ANGGER K	
6	CANDRA DWI NUGROHO	
7	DEVI MARSELLINA R	
8	DIANITA EKA OKTAMI	
9	DIKA NOFITASARI	
10	DIKI AGUS R	
11	DIMAS ROMADON K	
12	DONY ROCHMADAN	
13	EDI SUSANTO	
14	EKA AYU LYSTIANINGSIH	
15	FATHIKA ARSHUL S	
16	FRINDA ASARI	

17	HENDRI KURNIAWAN	
18	HESTI IRAWATI	
19	ILHAM ADHI CAHYONO	
20	INDAH PURWANTI	
21	ISNAN MUSLIMIN A	
22	ISNANTO BUDI P	
23	NANDA FIBRAYANTI	
24	RAMADHAN N H	
25	RETNO AYU W	
26	RIO ARGAS VANDHITA	
27	SOHIDIN BAGUS P	
28	USWATUNNISA LARASATI	
29	WAHID SANGAJI	
30	WAHYU FAJAR RAHMAWATI	
31	YAZINTA PANGESTU WULANDARI	
32	YOGA NURCAHYO S	

Answer Keys

Activity 1. This text is not in the correct composition yet. Arrange those parts to make a good story.

The Jumbled Paragraph	The Correct Descriptive Text	The Generic Structure
<p>Dion has 3 different colors, white, orange and black. Its eyes and ears are small. It always squeaks in the time I come close to his cage. Every morning I feed it. Dion likes to eat some grass and leaves. I take the grass from the field near my house. Dion looks happy to eat it.</p>	<p>Dion My Pet is a Hamster</p> <p>I have a hamster. It is small and cute. I give it a name, Dion. I bought it last month when I visited Yogyakarta. I really love him.</p> <p>Dion has 3 different colors, white, orange and black. Its eyes and ears are small. It always squeaks in the time I come close to its cage. Every morning I feed it. Dion likes to eat some grass and leaves. I take the grass from the field near my house. Dion looks happy to eat it.</p>	<p>→ Title</p> <p>→ Identification</p> <p>→ Description</p>
<p>Dion My Pet is a Hamster</p>		
<p>I have a hamster. It is small and cute. I give it a name, Dion. I bought it last month when I visited Yogyakarta.</p>		

I really love it.		
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Activity 2

The correct descriptive text	The generic structure
<p>My Cute Funny Dog, Betty</p> <p>I have a dog named Betty. Betty is a female dog. It is 3 years old now. It is cute and funny. It always makes me smile.</p> <p>Betty has small body, tiny eyes, and short tail. Its hair is white and very soft. It is only 1 kg weight. That's why, I like to cuddle it. Betty eats some meat and drinks some milk. I give her special food every Sunday and Wednesday. It's a can of dog food that I buy at a pet shop near my house. Betty likes running. When I throw a ball or a doll, it runs after it. After it gets thing I threw, it comes and gives the thing to me.</p>	<p>→ Title</p> <p>→ Identification</p> <p>→ Description</p>

The purpose of the above text is to describe the writer's dog named Betty.

No	Simple present tense (verb)		Personal pronoun			Adjectives	
1	Have	Drinks	My	I	It	Cute	Special
2	Is	Give	I	It	Me	Funny	Near
3	Is	Is	It	It		Female	
4	Is	Buy	It	I		Cute	
5	Makes	Likes	It	My		Funny	
6	Has	Throw	Me	I		Small	
7	Is	Runs	Its	It		Tiny	
8	Is	Gets	It	It		Short	
9	Like	Comes	I	It		White	
10	Eats	Gives	It	I		Soft	

No	Pronouns	Reference	No	Pronouns	Reference
1	My	The writer	12	It	Betty
2	I	The writer	13	It	Dog food
3	It	Betty	14	I	The writer
4	It	Betty	15	My	The writer
5	It	Betty	16	I	The writer
6	Me	The writer	17	It	Betty
7	Its	Betty	18	It	A ball or a doll
8	It	Betty	19	It	Betty
9	I	The writer	20	I	The writer

10	It	Betty	21	It	Betty
11	I	Betty	22	Me	The writer

The correct descriptive text	The generic structure
<p style="text-align: center;">My Sphinx Cat</p> <p>My Sphinx cat is the only pet I have. It has a little hair but is not totally hairless as it has a peach fuzz over much of his body. Its coat is often a warm chamois. My Sphinx has a normal cat proportion.</p> <p>I like its tail although my mom says that it is like a rats tail. I love its usual color varieties including, brown, black, blue, etc. It is really an amazing cat. Believe it or not, it is very intelligent cat. It can respond my voice commands.</p>	<p>→ Title</p> <p>→ Identification</p> <p>→ Description</p>

The purpose of the above text is to describe the writer's cat.

No	Simple present tense (verb)		Personal pronoun			Adjectives	
1	Is	Is	My	Its	My	Little	Black
2	Have	Love	My	my		Hairless	Blue
3	Has	Is	I	It		Peach	Amazing

4	Is	Is	It	I		Over	Very
5	Has	can	It	Its		Much	
6	Is		His	It		Warm	
7	Has		Its	It		Normal	
8	Like		My	it		Usual	
9	says		i	it		Brown	

No	Pronouns	Reference	No	Pronouns	Reference
1	My	The writer	11	My	The writer
2	My	The writer	12	It	The cat
3	I	The writer	13	I	The writer
4	It	The cat	14	Its	The cat
5	It	The cat	15	It	The cat
6	His	The cat	16	It	The cat is intelligent cat
7	Its	The cat	17	It	The cat
8	My	The writer	18	It	The cat
9	I	The writer	19	My	The writer
10	Its	The cat			

The correct descriptive text	The generic structure
Chacky My Brazilian Turtle I have a pet. My pet is a Brazil turtle. I called it Chacky. Chacky comes from the southern of United	→ Title → Identification

<p>States. Many people called Chacky as “red-ear slider turtle”. It because he has red fiber behind his eyes that resemble red ear. I got Chacky from a pet store when his age 3 weeks.</p> <p>Chacky has a beautiful green and yellow shell. Besides that, Chacky has four legs and one long tail. Chacky likes eating, and its favorite food is “kangkung”. I like to see it when it eats its food. Besides that, I like to see it when it walk on the floor, it always make me laugh. It is a cute pet.</p>	<p>→ Description</p>
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The purpose of the above text is to describe the writer’s turtle named Chaky.

No	Simple present tense (verb)		Personal pronoun		Adjectives	
1	Have	Makes	My	I	Brazilian	cute
2	Is	Is	I	It	Brazilian	
3	Comes		My	It	Southern	
4	Has		I	Its	Red	
5	Has		It	I	Red	
6	Has		It	It	Red	
7	Likes		He	It	Beautiful	
8	Is		His	It	Green	
9	Like		I	Me	Yellow	
10	Eats		His	It	Long	

11	like		its		Favorite	
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No	Pronouns	Reference	No	Pronouns	Reference
1	My	The writer	12	I	The writer
2	I	The writer	13	It	Chacky
3	My	The writer	14	It	Chacky
4	I	The writer	15	Its	Chacky
5	It	Chacky	16	I	The writer
6	It	Chacky	17	It	Chacky
7	He	Chacky	18	It	Chacky
8	His	Chacky	19	It	Chacky
9	I	The writer	20	Me	The writer
10	His	Chacky	21	It	Chacky
11	Its	Chacky			

The correct descriptive text	The generic structure
<p style="text-align: center;">My Pigeon</p> <p>Pigeon is tame animal. It's living in cage. The cage is usually on a tree. Last week, I bought a pigeon in "Pasar Manuk". I call it Peggy.</p> <p>Peggy's weight is 500 gram. The colors of it are black, white,</p>	<p>→ Title</p> <p>→ Identification</p> <p>→ Description</p>

and brown. My pigeon has two wings and two feet for stand. Peggy likes corn, bean, and rice. Peggy likes flying but does not like running.	
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The purpose of the above text is to describe the writer's pigeon named Peggy.

No	Simple present tense (verb)		Personal pronoun		Adjectives
1	Is	Has	My	It	Tame
2	Is	Likes	It	My	Black
3	Is	Likes	I		White
4	Call	Does	I		Brown
5	Is	Like	It		
6	Are		It		

No	Pronouns	Reference	No	Pronouns	Reference
1	My	The writer	5	It	Peggy
2	It	Peggy	6	It	Peggy
3	I	The writer	7	My	The writer
4	I	The writer			

LESSON PLAN

School : SMP Negeri 3 Wonosari
 Subject : English
 Class /Semester : VIII / 1
 Time Allocation : 6 x 40 minutes (3 meetings)
 Text Type : Descriptive
 Aspect/Skill : Reading
 Cycle : 2

Competence Standard :

5. Understanding the meaning of written functional texts and short simple essays in the forms of descriptive and recount texts which are related to the surrounding environment.

Basic Competence:

5.3 Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the forms of descriptive and recount texts.

Indicators :

- To identify the parts of the generic structure (steps of rhetorical) on a descriptive text
- To restating the social purposes of the descriptive text
- To identify the language features of the descriptive text
- To identify implicitly and explicitly stated main ideas of the passage or of a paragraph
- To deduce the meaning of words as used in the passage.

A. Learning Objectives

By the end of the lesson, the students will be able to comprehend the descriptive text.

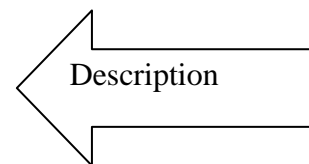
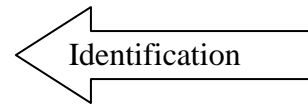
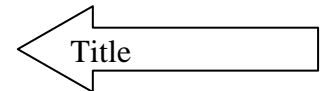
B. Learning Material

1. Descriptive text


Wonosobo

Wonosobo is a district in Central Java. The capital city is Wonosobo. Wonosobo has two beautiful mountains; **they** are Sindoro Mountain and Sumbing Mountain. Residents of Wonosobo work as farmers, etc. Farmers in Wonosobo usually plant vegetables, tea, and snuff.

Many people come to Wonosobo to enjoy the **beautiful** scenery. Wonosobo has **beautiful** place, such as Dieng, Sikarim Waterfall, Curuk Winong, etc. Besides that, Wonosobo has typical food, such as *tempe kemul*, *opak singkong*, etc. People in Wonosobo are so **friendly**. The air in Wonosobo is so **fresh**. So, **it's** a **good** place to be **your** vacation place.



(Adapted from: http://dwiki-kurniawan98.blogspot.com/2013/03/descriptive-text-beserta-contohnya_6306.html)

The underlined words : present tense  :particular pronoun

The bold words : adjectives

1. Explanation About Descriptive Text

a. Definition

A *descriptive text* is a text that describes the features of particular thing, e.g. someone, something, or a certain place. Description is usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

b. The Social purpose of Descriptive text

The social purpose of the descriptive text is to describe the particular person, thing, or place.

For example: The social purpose of the text “Wonosobo” is to describe a city name Wonosobo.

c. Looking for Specific Information

Finding the specific information in a text can use the fast reading strategies such as:

- Scanning is used for finding the information related to the text.
- Skimming is used for getting the general information like main idea.
- Reference is used for getting information from the sentence before.
- Inference is used for getting information by guessing or concluding from the text specifically.

d. The Topic of Descriptive Text

- The topic of a text usually in a phrase
- The topic of the story above is “The description of Wonosobo”.

e. The Main Idea of Descriptive Text

There are many things concerning in identify the main idea:

- 1) Main idea is the main discussion of the descriptive text.
- 2) Main idea is an idea that usually stated in the front or the end of a paragraph
- 3) Main idea can be implicitly or explicitly. If the implicit main idea (do not written briefly), so the readers have to find the main idea by arranging the correct words by themselves.

For example:

- » Paragraph 1: Wonosobo is a district in Central Java.
- » Paragraph 2: Many people come to Wonosobo to enjoy the beautiful scenery.

f. Language Features Related to Descriptive Text “Wonosobo”.

Descriptive text has some language features, those are:

- 1) Using adjectives.

Adjectives							Thing
Opinion	Size	Age	Shape	Color	Origin	Material	
Adorable	Small	New	Round	Orange	Indonesian	Wooden	Cat
Regular	Big	Old	Circle	White		Metal	Animal

- 2) Using simple present tense.

We use the Simple Present tense to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general.

For example: is, has, does etc.

3) Using personal pronoun

Personal pronoun usually used to avoid the word repetition. Subject of Pronoun is used as the subject who is stated before verb. Object of pronoun is used as the object which is stated after verb.

Subject of Pronoun	Object of Pronoun	Possesive of Pronoun
<ul style="list-style-type: none"> • I • You • They • We • He • She • It 	<ul style="list-style-type: none"> • Me • You • Them • Us • Him • Her • It 	<ul style="list-style-type: none"> • My • your • their • our • his • her • its

C. Learning Method:

→ The Genre- Based Approach;

1. Building Knowledge of Field (BKOF)
2. Modeling and Deconstructing of Text (MOT)
3. Joint Construction of Text (JCOT)
4. Independent Construction of Text (ICOT)
5. Linking to Related Text

→ Think-Pair-Share Technique

D. Teaching and Learning Activities

1. Opening Activities (10 minutes)

- a. Greeting.
- b. A student leads a prayer and the others follow.
- c. Calling the roll.

- d. The students prepare themselves to start learning the today's lesson.
- e. The students answer the teachers' apperception.

2. Main Activities

Building Knowledge of Field (BKOF) (10 minutes)

- a. The students and the teacher start the lesson.
- b. The teacher explains to the students about the technique will be used.
- c. The students still learn about descriptive text.
- d. The students and the teacher discuss the objectives and the scope of the lesson.
- e. The students answer the following pre-reading questions given by the teacher **actively**:
 - Have you ever been to Baron Beach?
 - Where is it?
 - How does Baron Beach look like?
- f. The students respond to the teacher's stimulating questions given by the teacher related to the topic of the text. The teacher's explanations are about identify the references for pronouns, define the detail information and classify meanings from the context on the descriptive text.

Modeling and Deconstructing of Text (MOT) (10 minutes)

- a. The students get the material from the teacher.
- b. The students read the text about "Wonosobo" given by the teacher.
- c. The students answer various reading questions prepared by the teacher to identify the idea, identify the language features and classify the grammatical words of the descriptive texts **actively**.
 - What does the story told you about?
 - Do you know why the writer writes the story?
- d. The students listen to the teacher's explanation on the lesson. The teacher explanation is about identifying the idea, restating the social

purpose, identifying the language features and classify the grammatical words of the descriptive texts.

- e. The students are divided into several groups. The eight students who have a good rank to be the leader of the group. Then, the other students counted from one to eight. The students who get same number would be in the same group. There are eight groups in the class. Each group consists of two pairs. The group consists of four members.

Joint Construction of Text (JCOT)

Meeting 1 (40 minutes)

- a. Each pair of the students is given a picture of Borobudur Temple. There are some words and phrase provided. The students have to choose the words or phrase that related to the picture and then stick them to the place provided. Then, they have to discuss the result to their group before they share to the class. (See activity 1)
- b. The students are given pieces of a descriptive text. **In pairs** they are required to answer some question related to the descriptive text. (See Activity 2). The students share their answers and compare their works with their partners and their groups **actively**. The students discuss the correct answer with their teacher **actively**. They are required to identify the clues for answering the questions of the text.

Meeting 2 (40 minutes)

- a. There is a story provided have to read by the students. Then, they have to do the task below it. The students have to circle the number of the statements which are not mentioned in the passage. Then write the correction on the place provided. (See activity 3)
- b. The students have to complete the explanation definition of the underlined words in the following sentences from the story. They can find the answers in the box provided. (See activity 4)

- c. Next, the students are given the different story. They had to fill the numbers with the suitable words from the box to make a good story. They may change the form for the verbs if necessary. (See activity 5)

Meeting 3 (15 minutes)

- a. The students are given a story. Then in pairs, they have to find the words which the meaning is on the number 1 until 5. Next, they discuss the result with their group and share it to the class. (See Activity 6)
- b. There are five statements and the students have to decide with their partner whether it is true or false. The students can find the answers by looking at the text. The students have to write the sentence where they could know the 'true' or 'false' of the statement. Then they discuss the result to their group and share it in the front of the class. (See Activity 7)

Independent Construction of Text (ICOT) (45 minutes)

- a. The students move on to something different. They shall do an individual work.
- b. There are five texts with 33 questions in the multiple choice form. The students have to choose the best answer based on the text provided.

Linking to Related Texts

The students are assigned to find a descriptive text in the library or in the internet and write down the main idea, the topic and the difficult vocabulary.

E. Media and References for Teaching

- 1. Media : worksheet
- 2. References:
 - a. Echols, John M. And Hassan Shadily. 2010. *Kamus Inggris Indonesia*. Jakarta: Gramedia Pustaka Utama.

- b. Priyana, Joko., Arnys RI and Virga R. 2008. *Scaffolding: English for Junior High School Students*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- c. Maulia, Ana, Rinawati and Titi N. 2008. *Seri Pendalaman Materi Bahasa Inggris SMP dan MTs*. Jakarta: Erlangga.
- d. Wardiman, Artono. 2008. *English in Focus*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- e. Widiati, Utami and friends. 2008. *Contextual Teaching and Learning Bahasa Inggris SMP/MTs*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- f. Relevant texts from the internet.

F. Assessment

No	Competency Achievement Indicators	Technique	Form	Instruments
1	Deducing the meaning of words as used in the passage	Written	completion	Choose the words or phrase that can describe the picture below. Attach the words and phrase in the square provided.
2	Identifying meanings of the words from the descriptive text	written	matching	Find the words in the text that have similar meanings with the following.
3	Comprehending the description statements from the descriptive text	written	True/false	Write T if the statement is TRUE or F if the statement is FALSE based on the text. Write the sentence(s) that support your answer.
4	Identifying the topic of the descriptive text.	Written	Essay	What is the topic of the story?

5	Identifying the main idea of the descriptive text.	Written	Essay	What is the main idea of the story?
6	Finding the specific information from the text	written	Essay	1. Who lives in Huanzu? 2. Why Huanzu is beautiful when the sunshine is bright?
7	Defining the detail information of the descriptive text	Written	Analysis	Circle the number of the statements which are <u>not</u> mentioned in the passage. Then write the correction on the bracket ().
8	Classifying the meanings from context on the descriptive text.	Written	Matching	Complete the explanation definition of the underlined words in the following sentences from the story. You can find the answers in the box provided.
9	Identifying grammatical word classes and tense	Written	Completion	Fill the numbers with the suitable words from the box to make a good story. Change the form for the verbs if necessary.

**Activity 1. Find out some words that can describe the picture below.
Attach the word in the square provided.**



MAGELANG, CENTRAL JAVA	CIRCLE OF BELL- SHAPE STUPAS	EIGHT STEPS	STONES	PRAMBANAN, CENTRAL JAVA	BUDHIST TEMPLE	A STUPA
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Read the text carefully.

My City

My city, Huanzu, is a famous and beautiful city in China. It is famous all over the world. It is set between the river and West Lake. Several hills spread around West Lake, and some mountains stand by the river. These give the city many beautiful scenes, and so Huanzu is famous for its beauty.

Huanzu is beautiful in the spring when the trees bud green and the peach trees flower with their red blossoms. It is beautiful in the fall when the leaves turn yellow and red. And it is beautiful in the winter when the snow gives white clothes to the mountains. So Huanzu is beautiful all year. It is beautiful when the sunshine is bright because the hills make shadows in the lake. It is beautiful when the rain falls and makes the frogs rise from the lake. My city is always beautiful.

(Adapted from: <http://descriptive-text.blogspot.com/>)

Activity 2. Answer these question based on the recount text above.

1. What is the topic of the story above?

2. What is the main idea of the story?

Paragraph 1: _____

Paragraph 2: _____

3. Who lives in Huanzu?

4. Why Huanzu is beautiful when the sunshine is bright?

Activity 3. Circle the number of the statements which are NOT mentioned in the passage. Then write the correction on the bracket ().

Number 1 has done for you.

1. <u>China</u> is set between the river and West Lake	Huanzu
2. Huanzu has four seasons.	
3. The writer lives in China.	
4. Huanzu has the best scenery in summer.	
5. Some hills spread around West Lake.	
6. Huanzu is surrounding by hills and mountainous.	

Activity 4. Complete the explanation definition of the underlined words in the following sentences from the story. You can find the answers in the box provided.

1. My city, Huanzu, is a famous and beautiful city in China.

Beautiful means _____

2. It is famous all over the world.

World means _____

3. These give the city many beautiful scenes, and so Huanzu is famous for its beauty.

City means _____

4. These give the city many beautiful scenes, and so Huanzu is famous for its beauty.

Famous means _____

5. It is beautiful in the fall when the leaves turn yellow and red.

Turn means _____

- a. Town.
- b. Pretty.
- c. Universe.
- d. Change into.
- e. Popular / well-known.

Activity 5. Fill in the sentences with the suitable words from the box to make a good story. Change the form for the verbs if necessary.

The Small Hotel

Henri and Karna are going to (1) . . . their holiday in Semarang. They (2) . . . going to spend one night in Semarang. For accommodation, they usually (3) . . . a hotel in Majapahit Street. It (4) . . . a small hotel but it is clean and tidy.

The hotel is (5) . . . near the bus station and *angkot* vehicles (6) . . . the main road in front of the hotel. Henri and Karna can (7) . . . to the bus station by *angkot*. This hotel (8) . . . breakfast and lodging. Every time they (9) . . . to the hotel, a kind receptionist (10) . . . them choose a comfortable room with two beds. There (11) . . . an indoor bathroom in the room. Then the bellboy (12) . . . their luggage.

The cost of a room in this hotel is not too expensive. This (13) . . . the cost of the room and the breakfast. The bellboy and the workers of the hotel (14) . . . kind and friendly.

(Adapted from: English in Focus)

a. Is	f. help	k. provide
b. is	g. pass	l. Spend
c. go	h. come	m. Choose
d. are	i. carry	n. Located
e. are	j. cover	

Read the text carefully.**Dion My Pet is a Hamster**

I have a hamster. It is small and cute. I give it a name, Dion. I bought it last month when I visited Yogyakarta. I really love him.

Dion has 3 different colors, white, orange and black. Its eyes and ears are small. It always squeaks in the time I come close to its cage. Every morning I feed it. Dion likes to eat some grass and leaves. I take the grass from the field near my house. Dion looks happy to eat it.

(Adapted from:

<http://adf.ly/1477046/banner/http://www.sekolahoke.com/2013/01/Pets.Descriptive.Text.Tentang.Hewan.Peliharaan.Hamster.html>)

Activity 6. Find the words in the text that have similar meanings as the following.

1. Little : _____
2. The first part of the day : _____
3. Glad : _____
4. Attractive or pleasing in any way: _____
5. To give food to : _____

Activity 7. Write T if the statement is TRUE or F if the statement is FALSE based on the text. Write the sentence(s) that support your answer.

No	Statements	True / False	Correct Statements
1	Dion has 3 different colors, white, orange and black.		
2	The writer lives in Yogyakarta.		
3	Dion is a carnivore animal.		
4	The writer feeds Dion once a day.		
5	The writer's eyes and ears are small.		

b. Assessment Instrument

1. Reading Scores (the maximum score is 100)

NO	NAME	SCORES
1	ACHMAD NUR ALIFFENDI	
2	ADHITYA SEPTIAN N	
3	ANAS SUJATMIKO P	
4	ANIK YUSIANITA	
5	BELLA ANGGER K	
6	CANDRA DWI NUGROHO	
7	DEVI MARSELLINA R	
8	DIANITA EKA OKTAMI	
9	DIKA NOFITASARI	
10	DIKI AGUS R	
11	DIMAS ROMADON K	

12	DONY ROCHMADAN	
13	EDI SUSANTO	
14	EKA AYU LYSTIANINGSIH	
15	FATHIKA ARSHUL S	
16	FRINDA ASARI	
17	HENDRI KURNIAWAN	
18	HESTI IRAWATI	
19	ILHAM ADHI CAHYONO	
20	INDAH PURWANTI	
21	ISNAN MUSLIMIN A	
22	ISNANTO BUDI P	
23	NANDA FIBRAYANTI	
24	RAMADHAN N H	
25	RETNO AYU W	
26	RIO ARGHA VANDHITA	
27	SOHIDIN BAGUS P	
28	USWATUNNISA LARASATI	
29	WAHID SANGAJI	
30	WAHYU FAJAR RAHMAWATI	
31	YAZINTA PANGESTU WULANDARI	
32	YOGA NURCAHYO S	

The answer key

Activity 1.

1. Stones
2. Eight steps
3. Magelang, Central Java
4. Buddhist temple
5. Circle of bell-shape stupas

Activity 2.

1. The topic of the story above is a city named Huanzu.
2. Paragraph 1 : My city, Huanzu, is a famous and beautiful city in China.

Paragraph 2 : My city is always beautiful.
3. The writer lives in Huanzu.
4. Huanzu is beautiful when the sunshine is bright because the hills make shadows in the lake.

Activity 3

1. <u>China</u> is set between the river and West Lake	Huanzu
2. Huanzu has four seasons.	
3. The writer lives in China.	
4. Huanzu has the best scenery in <u>summer</u> .	All year
5. Some hills spread around West Lake.	
6. Huanzu is surrounding by hills and mountainous.	

Activity 4

1. **Beautiful** means pretty.

2. **World** means universe.
3. **City** means town.
4. **Famous** means popular / well-known.
5. **Turn** means change into.

Activity 5

The Small Hotel

Henri and Karna are going to (1) **spend** their holiday in Semarang. They (2) **are** going to spend one night in Semarang. For accommodation, they usually (3) **choose** a hotel in Majapahit Street. It (4) **is** a small hotel but it is clean and tidy.

The hotel is (5) **located** near the bus station and *angkot* vehicles (6) **pass** the main road in front of the hotel. Henri and Karna can (7) **go** to the bus station by *angkot*. This hotel (8) **provides** breakfast and lodging. Every time they (9) **come** to the hotel, a kind receptionist (10) **helps** them choose a comfortable room with two beds. There (11) **is** an indoor bathroom in the room. Then the bellboy (12) **carries** their luggage.

The cost of a room in this hotel is not too expensive. This (13) **covers** the cost of the room and the breakfast. The bellboy and the workers of the hotel (14) **are** kind and friendly.

Activity 6. Find the words in the text that have similar meanings as the following.

1. Little : _____ small _____
2. The first part of the day : _____ morning _____
3. Glad : _____ happy _____
4. Attractive or pleasing in any way: _____ cute _____
5. To give food to : _____ feed _____

Activity 7. Write T if the statement is TRUE or F if the statement is FALSE based on the text. Write the sentence(s) that support your answer.

No	Statements	True / False	Correct Statements
1	Dion has 3 different colors, white, orange and black.	T	
2	The writer lives in Yogyakarta.	F	The writer bought Dion in Yogyakarta.
3	Dion is a carnivore animal.	F	Dion is an herbivore animal.
4	The writer feeds Dion once a day.	T	
5	The writer's eyes and ears are small.	F	Dion's eyes and ears are small.

A. TRY OUT

The students of VIIIE class do a tryout.

B. OBSERVATION

Some students do not do the activity seriously.

C. PRE-TEST

The students of VIIIB do a pre-test.

D. CYCLE I



The picture of the media in teaching and learning process



The researcher explains the material and the technique to the students.



The students do the pair and group activities.



The students do the individual activity.

E. CYCLE II



The researcher explains the material and the technique.



The students do pair work.



The students do the group discussion.

F. POST-TEST



The students do the pos-test individually.